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ABSTRACT

This funding guide is designed to help schools, education agencies, institutions of higher education, and others develop service-learning initiatives to improve K-12 education. It includes descriptions of 130 funding programs in 15 federal agencies, which generally provide two categories of financial assistance--formula grants, and competitive or discretionary grants. Part 1 offers program profiles in the following areas: educational improvement; humanities/social sciences; mathematics, science, and technology; partnerships; school-to-work focus; students with special needs; out-of-school youth; youth development; substance abuse prevention; health education; juvenile delinquency prevention; aging; child care; community development; environment; health care; human services; and literacy. Each profile provides information on the source, eligibility, amount, agency, and examples of appropriate programs. Part 2 contains information on selected service-learning resources and related networks. These are resources for designing and implementing service-learning initiatives at various levels. The following types of resources are described: training, publications, curriculum materials, resource guides, technical assistance, membership services, program manuals, and databases. (LMI)

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The Service Learning Planning and Resource Guide

by the
Council of Chief State School Officers



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**The
Service Learning
Planning**

and

Resource Guide

**by the
Council of Chief State School Officers**

1994

Council of Chief State School Officers

The Council of Chief State School Officers (CCSSO) is a nationwide nonprofit organization of the 57 public education officials who head departments of public education in the 50 states, 5 U.S. extra-state jurisdictions, the District of Columbia, and Department of Defense Dependents Schools. It has functioned as an independent national council since 1927 and has been based in Washington, D.C., since 1948. CCSSO seeks its members' consensus on major education issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public. Through its structure of committees and task forces, the Council responds to a broad range of concerns about education and provides leadership on major education issues.

Because the Council represents each state's chief education administrator, it has access to the educational and governmental establishment in each state and to the national influence that accompanies that unique position. CCSSO forms coalitions with many other education organizations and is able to provide leadership for a variety of policy concerns that affect elementary and secondary education. Thus, CCSSO members are able to act cooperatively on matters vital to the education of America's young people.

The CCSSO Resource Center on Educational Equity provides services designed to achieve equity and high-quality education for minorities, for women and girls, and for disabled, limited-English-proficient, and low-income students. The Center is responsible for managing and staffing a variety of CCSSO leadership initiatives to ensure education success for all children and youth.

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Contents

Acknowledgments	v
Introduction	vi
Development of the Funding Guide	x
How to Use the Funding Guide	x
How to Use the Resource Guide	xii
Education	1
Educational Improvement	1
Chapter 1 Programs—Local Educational Agencies (Chapter 1 Basic and Concentration Grants)	1
Federal, State, and Local Partnerships for Educational Improvement (Chapter 2, State Block Grants)	7
Magnet Schools Assistance Program In Desegregating Districts	9
Christa McAuliffe Fellowships (CMFP)	11
First Schools and Teachers (Fund for the Improvement and Reform of Schools and Teaching)	12
National Diffusion Network (NDN)	15
Serve-America	17
Community-Based Service Programs for School-Age Youth	21
Investment for Quality and Innovation	22
Appalachian Regional Development	24
Humanities/Social Sciences	25
Promotion of the Humanities—Humanities Projects in Museums and Historical Organizations	25
Promotion of the Humanities—Public Humanities Projects	27
Promotion of the Humanities—State Programs	29
Promotion of the Arts—Literature (Audience Development)	30
Arts in Education—Art Education Collaboration Initiative (Arts Plus)	31
Arts in Education—Arts Education Partnership Grants	33
Promotion of the Arts—State and Regional Programs	35
Promotion of the Arts—Locals Program	37
Promotion of the Arts—Design Arts: Design Education Grants	39
Promotion of the Arts—Museums	41
Promotion of the Arts—Expansion Arts (Special Projects—Arts Education Initiative)	43
Promotion of the Arts—Challenge Grants	45
Law-Related Education Program	46
International Peace and Conflict Management—Research and Education	47
Consumer and Homemaking Education	48
Mathematics, Science, and Technology	50
Eisenhower Mathematics and Science Education—State Grants	50
Dwight D. Eisenhower National Program for Mathematics and Science Education ..	53
Materials Development, Research, and Informal Science Education	55
Teacher Preparation and Enhancement	58
Human Resource Development	61
Minority Science Improvement Program (MSIP)	63
NIH Science Education Partnership Award (NIH, SEPA)	64
Environmental Education Grants	65
Natural Resource Conservation Education	67
The Secretary's Fund for Innovation in Education (FIE)	68

Partnerships	70
Educational Partnerships Program	70
School Dropout Demonstration Assistance	72
School, College, and University Partnerships	74
National Service Trust Program	75
Public Lands Corps	79
Urban Community Service	80
Fund for the Improvement of Postsecondary Education (FIPSE)	82
Federal Work-Study Program	84
State Student Incentive Grants (SSIG)	86
Upward Bound	87
Literacy Corps and Mentoring Corps Programs	88
Higher Education Innovative Projects for Community Service	89
Cooperative Education	91
Intergovernmental Personnel Act (IPA) Mobility Program	92
Community Development Work-Study Program	93
Foster Grandparent Program	94
Retired Senior Volunteer Program (RSVP)	95
Volunteers in Service to America (VISTA)	96
Health Careers Opportunity Program	97
School-to-Work Focus	99
Vocational Education (Basic Grants to States)	99
Vocational Education—Community-Based Organizations	104
Tech-Prep Education	105
National Programs	106
Youth Training Program	107
Summer Youth Employment and Training Program	111
Youth Fair Chance Program	113
Employment Services and Job Training—Pilot and Demonstration Programs	115
Students with Special Needs	118
Bilingual Education	118
Indian Education—Special Programs and Project	120
Indian Education Formula Grants to Local Education Agencies (Indian Education Act—Subpart 1)	121
Native American Employment and Training Programs	122
Migrant Education—Basic State Formula Grant Program	124
Migrant and Seasonal Farmworkers	126
Special Education—State Grants	128
Education of Handicapped Children in State Operated or Supported Schools	129
Individuals with Disabilities Education Act	132
Education for Homeless Children and Youth—Grants for State and Local Activities	135
Transition Living for Runaway and Homeless Youth	136
Out-of-School Youth	137
Adult Education for the Homeless Program	137
Adult Education—State-Administered Basic Grant Program	138
National Workplace Literacy Partnerships	140
Indian Education—Adult Education (Indian Education Act—Subpart 3)	141
Job Opportunities and Basic Skills Training (JOBS)	142

Programs to Provide Single Parents, Displaced Homemakers, and Single Pregnant Women with Marketable Skills and to Promote the Elimination of Sex Bias	144
Youth Development	146
Substance Abuse Prevention	146
Drug Free Schools and Communities Act—State Grants	146
Drug-Free Schools and Communities—National Programs	151
Drug-Free Schools and Communities—School Personnel Training	152
Emergency Grants	153
Block Grants for Prevention and Treatment of Substance Abuse	154
Substance Abuse Prevention Conference Grant	156
Demonstration Grants for the Prevention of Alcohol and Other Drug Abuse Among High-Risk Youth	157
Drug Abuse Prevention and Education Relating to Youth Gangs	159
Community Partnership Study Demonstration Grant	160
Urban Indian Health Services	162
Drug Abuse Prevention Program for Runaway and Homeless Youth	163
Public and Housing Drug Elimination Program	164
Health Education	166
State and Local Comprehensive School Health Programs to Prevent Health Problems and Improve Educational Outcomes	166
Maternal and Child Health Services Block Grant to the States	168
Maternal and Child Health Federal Consolidated Programs (Special Projects of Regional and National Significance)	169
Nutrition Education and Training Program	170
Minority Community Health Coalition Demonstration	171
Community Coalition Demonstration Projects to Support Health and Human Services Needs for Minority Males	172
Juvenile Delinquency Prevention	174
Juvenile Justice and Delinquency Prevention—Special Emphasis	174
Part D—Juvenile Gangs and Drug Abuse and Drug Trafficking	176
Drug Control and System Improvement—Discretionary Grant Program	178
Aging	180
Special Programs for the Aging	180
Special Programs for the Aging—Title IV—Training, Research and Discretionary Projects and Programs	183
Child Care	184
Child Care for Families At-Risk of Welfare Dependency	184
Grants to States for Planning and Development of Dependent Care Programs	185
Payments to States for Child Care Assistance	186
Head Start	188
Comprehensive Child Development Centers	189
Community Development	190
Community Development Block Grants/Entitlement Grants	190
Community Services Block Grant	194
Community Services Block Grant—Discretionary Awards	196
Community Services Block Grant Discretionary Awards—Demonstration Partnerships	197
John Heinz Neighborhood Development Program	199
HOPE for Youth: Youthbuild	200
Outdoor Recreation—Acquisition, Development and Planning	202

Urban Park and Recreation Recovery Program	203
Cooperative Extension Service	205
1890 Institution Capacity Building Grants	206
Environment	207
Energy Extension Service	207
Coastal Zone Management Estuarine Research Reserves—Education Awards	209
National Estuary Program	211
Health Care	213
Rural Health Services Outreach	213
Childhood Immunization Grants	215
Preventive Health and Health Services Block Grants	217
Commissioned Officer Student Training and Extern Program (COSTEP)	219
Human Services	221
Social Services Block Grant	221
Weatherization Assistance for Low-Income Persons	223
Community Services Block Grant Discretionary Awards—Community Food and Nutrition	224
Literacy	225
VISTA Literacy Corps	225
Library Literacy	226
Public Library Services	227
Index	229
Selected Service Learning Resources and Related Networks	235
Other Related Resources, Networks, and Programs	275

Acknowledgments

The Council of Chief State School Officers considers service learning integrated into the academic curriculum an important strategy for ensuring each student the full range of opportunities for successful completion of school and transition to the world of work and/or higher education. Since 1987, the CCSSO Service Learning Project has centered on building greater awareness and understanding about service learning as teaching and learning methodology among chief state school officers and state education agency staff, as well as with the general public.

The *Service Learning Planning and Resource Guide* was developed as part of the Council's Service Learning Project, which is supported by a grant from the DeWitt Wallace-Reader's Digest Fund. The development of the *Service Learning Planning and Resource Guide* involved nearly two years of research and documentation and involved several people. The guide was produced in the CCSSO Resource Center on Educational Equity under the direction of Cynthia Brown. Barbara Gomez, director of the Service Learning Project supervised the development and completion of the guide. Caroline Allam, Project Assistant, was the primary author of the guide. Others who contributed to its preparation include Katharine Delo, project intern, who made countless phone calls to federal program officers and teachers and assisted in the final stages of completion of the guide, and Rebecca Zurkin, project intern, who collected the resource guide information and developed the first draft, upon which that section is based.

CCSSO also wishes to thank federal program officers in the U.S. Departments of Agriculture, Commerce, Education, Energy, Health and Human Services, Housing and Urban Development, Interior, Justice, and Labor; the Environmental Protection Agency; and the Corporation for National Community Service. We also thank state Serve America coordinators, teachers, school administrators, university professors, and community-based and national organizations who were patient with us, answered our questions, and sent us written program information.

Introduction

Service has to do with powerful purposes. Getting kids into the world. Jean Piaget says schooling isn't worth anything unless it creates for people the capacity to believe that when they leave school, they can change the world. If our kids don't believe they can change the world, then I think we ought to say that our education has not been powerful enough.

Vito Perrone, Head, Teacher Education Program,
Harvard Graduate School of Education at the CCSO
Wingspread Conference, October 5, 1992.

Throughout the past six years, the Council of Chief State School Officers has provided leadership and technical assistance to help states understand service learning as a method of teaching and learning that can help to improve education for all students. Although the meaning of service learning will continue to be defined in different ways by both formal and informal educators, for the purpose of this document, we define service learning as a method of teaching and learning that involves students in working to solve real-life problems and needs in the school and greater community as part of the academic curriculum.

As part of our technical assistance strategy, we have sought to help states develop a comprehensive vision of education and youth development. As articulated by the Council in its 1992 policy statement, "Student Success Through Collaboration," we are redefining the notion of student success to include not only intellectual competencies but also the physical, emotional, and social well-being of children and youth—including the desired knowledge, skills, competencies, attitudes, values, and behavior to prepare students for informed citizenship, healthy lifestyles, and productive employment. Many schools and communities try to meet these outcomes with separate and distinct programs, each with their "own approach, staffing pattern, delivery structure, and accountability demands": a separate job training program to promote career awareness; a separate social skills program to help students resist peer pressure; and a separate thinking skills curriculum to help students develop higher-order thinking skills. According to Susan Fuhrman and Diane Massell of the Consortium for Policy Research in Education:

While each dropout support, attendance improvement, health or career awareness program is well-intentioned, the net effect can be a series of separate interventions, for different students or for different needs of the same student. Each program has its own approach, staffing pattern, delivery structure and accountability demands. Educators attempting to respond to student needs holistically probably invest extraordinary energy in coordinating the acronymic jumble. Perhaps that energy is diverted from serving the student and enriching instruction; perhaps there are alternative approaches to student needs that break free of the special project design.

The integrity—and the power—of service learning is derived from its potential to foster the intellectual, social, and emotional well-being of children and youth in a holistic way. In their research on the effects of high school community service programs, Dan Conrad and Diane Hedin identified a range of outcomes related to intellectual development and academic learning, personal growth and development, and social growth and development, including problem-solving and critical thinking skills, self-esteem, and a sense of personal and political efficacy.

This planning and resource guide is intended to help readers look back—to re-examine the common goals and outcomes of the hundreds of education, training, and youth development programs in schools and communities—and to step forward—to craft and work toward a comprehensive vision of education and youth development that starts with a commitment to the integration of authentic and transformational learning opportunities in the academic curriculum through service learning.

Throughout our production process, we have referred to this guide as a "living document," a term appropriate for several reasons:

- First, it is "living" because its contents represent the continuing process of *collaboration*. The African proverb, "It takes a whole village to raise a child," is indeed appropriate to describe how our education systems are working with local, state, and federal agencies; foundations; businesses; community-based organizations; labor unions; youth-serving agencies; professional associations; cultural institutions; and private nonprofits to restructure and improve education via service learning.
- Second, it is "living" because its contents will constantly *change*—legislation will undergo reauthorization, federal programs will lose their appropriations, new programs and organizations will be created, and new resources will be developed.
- Third, it is "living" because it represents the efforts of real *leaders*—teachers, students, professors, artists, city planners, and a variety of other educators and professionals—who have a powerful vision to involve young people as resources in their schools and communities while developing and enhancing their intellectual, social, emotional, and physical well-being.
- Finally, it is "living" because *service learning is a dynamic process*. It demands that we work together to address our needs and challenges. As we do so, we discover new issues, we ask new questions, and we design new solutions until, finally, the cycle becomes the process of living, learning, and working itself.

The following two tables present a summary of service-learning outcomes and a description of a continuum of service learning, from classroom projects to schoolwide themes.

Service Learning Outcomes

Students	Schools	Communities
Personal Growth and Development • Self-esteem • Personal efficacy and sense of responsibility • Moral development and reinforced values and beliefs • Exploration of new roles, identities, and interests • Willingness to take risks and accept new challenges Intellectual Development and Academic Learning • Basic skills, including expressing ideas, reading, and calculating • Higher-level thinking skills, such as problem-solving and critical thinking • Skills and issues specific to service experience • Motivation to learn • Learning skills, including observation, inquiry, and application of knowledge • Insight, judgment, and understanding Social Growth and Development • Social responsibility and concern for others • Political efficacy • Civic participation • Knowledge and exploration of service-related careers • Understanding and appreciation of, and ability to relate to, people from a wide range of backgrounds and life situations <i>(Conrad and Hedin, 1989)</i>	• Paradigm shift—teachers as coaches and facilitators; students responsible for their own learning. • Motivated learners engaged in authentic and significant work. • Cooperative learning environment. • Teachers as reflective practitioners engaged in planning, curriculum development, and inquiry. • Collaborative decision making among administrators, teachers, parents, students, and community members. • Positive, healthy, and caring school climate. • Community involvement, resources, and support in the educational process.	• Valuable service to meet direct human, educational, health, and environmental needs. • Schools as resources—School/teacher/student teams serving as researchers and resources in problem-solving and community development. • Empowerment—School/community partnerships to assess, plan, and collaboratively meet needs. • Citizenship—Students become active stakeholders in the community. • Infusion of innovation toward improving the institutional practices of schools and communities. • Understanding and appreciation of diversity—across generations, cultures, perspectives, and abilities.

Service Learning Continuum

Low Curriculum Infusion *High Curriculum Infusion*

COMMUNITY SERVICE CLASS	COMMUNITY PROJECTS	SCHOOLWIDE THEME	INSTRUCTIONAL METHOD IN CORE CURRICULUM	SCHOOLWIDE INFUSION
Typically, students spend four days of class each week performing community service and the fifth on ongoing training, reflection, evaluation, and other group activities. Through direct human service activities, such as tutoring, mentoring, companionship, and peer counseling, students often gain an understanding of human psychology, community life, public policy, and government; knowledge of career options; development of social and interpersonal skills and moral values; and an appreciation of diversity. Courses are typically offered for elective credit or for academic credit as a substitute for language arts/social studies requirements.	Students can demonstrate academic knowledge and skills through the development and implementation of a long-term project to benefit the community. This demonstration can serve as an authentic assessment of learning in a regular academic class or as part of a student portfolio system that determines graduation. This strategy allows for a great deal of student ownership and responsibility while teachers take on roles as mentors and coaches. Supervision and evaluation usually occurs under the guidance of peers, faculty, parents, and/or community members.	Grade levels, schools, or whole districts adopt a theme that is carried out through service-learning activities across classes and grade levels. Typically, students and teachers serve as academic teams that plan and carry out community service projects that are integrated into the academic curriculum. This approach facilitates interdisciplinary teaching, cooperative learning, and the development of organizational and leadership skills among students.	Service learning is the pedagogy by which instructional goals in the class, such as an understanding of academic concepts and theories, are realized. Typically, one intensive group project, such as a product or investigation that makes a significant contribution to the community, serves as the experience around which skills are developed—in one academic area or across several subject areas. This approach is critical to institutionalizing a restructured teaching and learning environment that fosters the development of higher-order thinking and problem-solving skills and high student achievement.	The infusion of service learning throughout a school demonstrates many of the elements of education reform: as pedagogy, service learning is an instructional strategy that involves youth as resources (high standards, student as worker responsible for own learning, teacher as coach, performance-based assessment); as philosophy, service learning encourages the creation of a caring community of learners that collaborates to improve school culture and governance (site-based management); and as process, service learning facilitates a communitywide strategy to significantly change and improve the quality of education and the quality of life in the community (school-family-community partnerships).

Development of the Funding Guide

The primary source of information for the guide is the Catalog of Federal Domestic Assistance produced annually by the General Services Administration and the Office of Management and Budget. The catalog describes over 1,200 programs in 50 federal agencies that provide both financial and nonfinancial assistance to the public. From this large pool, about 200 programs in 25 federal agencies were reviewed and screened for their potential to fund K-12 youth development, community service, training, and education programs. Ultimately, 130 programs in 15 federal agencies were selected for inclusion in the guide, based on a careful review of the program's authorizing legislation and information requested and provided by the agencies themselves—program mission, annual reports, federal regulations, examples of funded projects—and their potential and actual application to K-12 service-learning initiatives.

Virtually all programs in the guide are authorized by federal legislation. However, federal agencies have discretionary authority in fulfilling their public missions and, as a result, provide resources and technical assistance through policy directives. Although we included some examples of these federal-local policies, we encourage interested readers to conduct their own research to seek out such opportunities in their own communities.

How to Use the Funding Guide

The funding guide will help schools, state and local educational agencies, colleges and universities, and other public and private agencies and institutions to design school-based, local, statewide, or national service-learning initiatives improve K-12 education. Users will find federal funding sources to support a variety of activities necessary to develop, expand, or promote their initiatives, including funds to support:

- Planning
- Project Grants
- Research
- Training
- Technical Assistance
- Curriculum development
- Administration/Staffing
- Evaluation
- Staff Development and Preservice Education
- Dissemination

Funding sources are organized into categories based on their general purpose. For example, funding sources from several federal agencies that are targeted to prevent drug and alcohol abuse among children and youth are grouped together under the same section entitled "Youth Development." Funds that are intended to support health care services to the community are grouped under the section entitled "Health Care." Although funding sources are grouped by their intended purpose, the examples under each source illustrate how service-learning can be used as a *strategy* to both meet the program's stated objectives and transform traditional K-12 education.

Types of assistance. The federal programs described in the guide generally provide two categories of financial assistance:

- (1) **Formula grants:** Allocations of money to state or local agencies in accordance with a distribution formula prescribed by law or administrative regulation to meet a set of general objectives. state and local agencies usually set their own priority areas under which specific projects may be undertaken. Local agencies and public and private institutions apply for subgrants from state and local agencies to administer programs that meet these priority areas.
- (2) **Competitive or Discretionary Grants:** Grants or contracts for a specific period of time to undertake specific projects or deliver specific services or products. Authorized activities may include planning, project implementation, evaluation, technical assistance, research, and/or training. Funds are awarded on a competitive basis directly from the federal agency to state and local agencies and/or public and private institutions.

Federal programs in the guide are described via the following profile:

Source	Identifies the name of the federal program and the legal citation for the legislation that authorizes the program's existence, including acts, amendments to acts, Public Law (P.L.) numbers, titles, sections, statute codes, and citations to the United States Code (U.S.C.).
Eligibility	Identifies applicants who are eligible to apply directly to the federal agency for formula or discretionary grants. If the source is a formula grant, institutions and agencies who can apply for a subgrant from the eligible applicant are also listed. In some cases, educational institutions and agencies will not be eligible to apply for the discretionary or formula grant programs profiled in the guide. However, they may be designated as beneficiaries under the program's stated objectives or as agencies that are eligible to carry out particular services. Under these programs, educational institutions and agencies will be able to access federal resources only through partnerships with eligible applicants via training, staffing, or other resources for local service-learning initiatives, rather than through direct monetary assistance.
Amount	Identifies the amount of money awarded in fiscal year 1992 and whether it was distributed on a formula basis or a competitive basis. Lists the number of grantees, the range of financial assistance, the average amount awarded, and the required match, if any. Also lists the amount appropriated for fiscal year 1993.
Uses	Describes the general purpose of the program. Identifies the range of specific activities that may be undertaken by the grantee. This information was compiled from a variety of sources, including the source's authorizing legislation, Catalog of Federal Domestic Assistance, Federal Register, agency's annual reports, compilations of federal programs, and other publications.
Agency	Identifies the federal agency that is administering the program. This information can be used to: • Request general program information, such as brochures, annual reports, examples of funded projects, guidelines, and a list of current grantees, if available. • Competitive or Discretionary Grants: Request a grant application for grants that are awarded directly by the federal agency to state and local applicants on a competitive basis. • Formula Grants: Request the name of the state or local agency to which local applicants within a particular state may contact to apply for a subgrant. Formula grants are awarded by the federal agency to state and local agencies. State and local agencies administer the grant program within their jurisdiction. <i>Under these formula-based programs, local applicants are not eligible to apply directly to the federal government for a grant.</i>

Example of a service-learning or experiential education program *that is or that might be* supported by the federal funding source is described in this section. Many of these examples are exemplary educational initiatives and models of service-learning. They were also selected because they illustrate the qualities of good learning, the paradigm of youth as resources, and the principle of innovation—how both traditional education funding sources and nontraditional education funding sources can be used to support effective experiential educational pedagogies and programs that transform and improve traditional learning within the K-12 academic curriculum. These programs were also selected because they fit within the federal program's purpose and defined scope of eligible activities.

To illustrate how existing resources can be used to transform and improve traditional schooling, the selection of examples was based on the following criteria:

- (1) Programs funded by the federal agency that employ a service-learning or experiential practice and/or philosophy
- (2) State or local school-based service-learning initiatives that fit within the scope of the federal funding source
- (3) State or local community-based service-learning initiatives that fit within the scope of the federal funding source

Program descriptions were composed from a variety of sources, including annual reports and program descriptions supplied by federal agencies; newsletters and journals from education associations and private nonprofit organizations; program brochures; magazines and newspapers; descriptions of programs funded under the National and Community Service Act of 1990; presentations at workshops and conferences; and personal interviews with teachers and program directors.

How to Use the Resource Guide

The Selected Resources and Related Networks and Programs section of the this guide is designed to help teachers, state and local educational agencies, colleges and universities, and other public and private agencies locate resources to help them design and implement classroom, school-based, districtwide, or statewide service-learning initiatives. These resources include:

- Training
- Publications
- Curriculum materials
- Resource guides
- Technical assistance
- Membership services
- Program manuals
- Databases

As we have indicated, this guide is a "living document." Although it is a valuable source of information and service-learning ideas, specific federal program information must be updated regularly to be most useful. Congress is currently in the process of reauthorizing and significantly modifying several federal programs contained in this guide, such as the Elementary and Secondary Education Act and the Drug Free Schools and Communities Act, and authorizing new legislation, such as the School-to-Work Opportunities Act. We encourage readers to keep abreast of the changes being made and of new legislation. We also encourage you to learn about state and local policies and legislative actions that may be potential sources for service learning.

Numerous public and private organizations and state and local education agencies have developed service-learning resources and provide technical assistance. The selected resources included in this guide reflect only a handful of those resources.

EDUCATION

Education—Educational Improvement

Source *Chapter 1 Programs—Local Educational Agencies (Chapter 1 Basic and Concentration Grants), Elementary and Secondary Education Act of 1965 Title I, Chapter 1, Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297, 20 U.S.C. 2701 et seq.*

Eligibility State educational agencies (SEAs). Local educational agencies (LEAs) are eligible for subgrants.

Amount Basic and Concentration Grants. \$6,130,309,000 was distributed in FY 92 on a formula basis, with financial assistance ranging from \$7,627,565 to \$669,151,579 and an average award of \$121,514,548. SEAs allocate basic grants to school districts based on the state's per pupil expenditure for education and the number of school-aged children from low-income families. Concentration grants are allocated to counties and LEAs having at least 6,500 children from low-income families or a poverty rate of 15%. FY 93 estimate is \$6,130,580,000 for Basic and Concentration grants.

State Administration. \$61,820,000 was distributed in FY 92 by formula, based on a percentage of the state's total Chapter 1 allocation, with financial assistance ranging from \$325,000 to \$6,216,000 and an average award of \$1,189,000. FY 93 estimate is \$60,712,000.

State Program Improvement. \$25,125,000 was distributed in FY 92 by formula based on a percentage of the state's total Chapter 1 allocation, with financial assistance ranging from \$180,000 to \$2,467,056 and an average award of \$441,000. FY 93 estimate is \$25,933,000.

Uses Local Activities. LEAs and schools may use funds only for programs and projects that are designed to meet the special educational needs of educationally deprived children living in low-income areas, including the following:

- Acquisition of equipment, instructional materials, and library resources.
- Employment of special instructional and pupil services personnel, such as school counselors and education aides.
- Payments to teachers of amounts in excess of regular salary schedules as a bonus for service in project area schools.
- Training of teachers, librarians, and other instructional and pupil services personnel for implementation of programs.
- Construction of school facilities.
- Involvement of parents in activities.
- Planning and evaluation.

Programs should be designed to assist eligible children to improve achievement in basic and advanced skills and include year-round services and activities.

Innovative Programs. LEAs may use 5% of their funds for such activities as:

- Training of Chapter 1 and non-Chapter 1 paid teachers and librarians on the special education needs of eligible children and integration of activities into regular classroom programs.
- Incentive payments to schools demonstrating significant progress and success.
- Involvement of community and private sector resources in meeting the needs of eligible children.

Schoolwide Projects. Schools with a high concentration of disadvantaged students (75%) may use funds to carry out Schoolwide projects to upgrade the entire education program. Schools have used these funds to promote the restructuring of teaching and learning throughout the school (see section on "State Program Improvement" below for examples).

State Activities

Administration. States use formula grants to administer their Chapter 1 programs, including such activities as monitoring and compliance, providing technical assistance, and approving projects from local school districts and state agencies responsible for providing education for handicapped, migratory, and neglected and delinquent children.

State Program Improvement. LEAs identify schools that demonstrate no improvement on desired student outcomes, such as standardized test scores, or a decline in aggregate student achievement. Once identified, schools receive technical assistance from SEAs to develop and implement program improvement plans. Technical assistance includes such activities as training via workshops and conferences; specialized training in new teaching and learning methods; staff development; curriculum development; consultation and on-site visits; and dissemination and replication of exemplary school practices. SEAs have used both their Program Improvement Grants and allocations for state administration to accomplish these activities and to coordinate Chapter 1 with other federal programs and statewide education reform initiatives. LEAs plan for program improvement and apply to SEAs for mini-grants to implement local activities.

Local program improvement plans and Chapter 1 schoolwide projects may seek to restructure the teaching and learning environment through a variety of strategies:

- Staff development to design and implement changes in curriculum and instruction.
- Implementation of alternative instructional models, such as the Accelerated Schools and Essential Schools models.
- Development of new reading and mathematics curriculum and instructional methodologies, including whole language instruction, literature-based instruction, computer-assisted instruction, and thematic teaching.
- Use of in-class teaching assistants.

EDUCATION

- Training in new teaching and learning techniques, including team teaching, cross-age grouping, and cooperative learning.
- Creation of teacher resource centers.
- Implementation of National Diffusion Network projects.
- Implementation of Effective Schools research, including factors related to the development of strong instructional leadership and shared decision making; emphasis on the acquisition of basic and higher-order thinking skills; establishment of a safe and orderly school environment and a positive school climate; and continuous assessment of students and programs to evaluate effects of instruction.
- On-site and cooperative planning with family service agencies.
- Academic enrichment through field trips and extended day programs.
- Coordination of Chapter 1 services in the regular school classroom and with other federal programs.
- Outcome-based education, including development of alternative assessments.
- Innovative strategies to increase the involvement of parents.

Agency

U.S. Department of Education, Compensatory Education Programs, Office of Elementary and Secondary Education, 400 Maryland Avenue, S.W., Room 2043, Washington, DC 20202-6132, 202-401-1682.

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Whole language instruction. The Hawthorne School serves a low-income, inner-city, and demographically diverse neighborhood in Seattle, Washington. It seeks to nurture the success of all children, especially those from ethnic minority groups not previously achieving as well as other groups, and to disseminate effective educational practices to other educators in the city. To achieve this mission, the elementary school employs an accelerated learning model that features whole language and literature-based instruction, a multiethnic curriculum, larger blocks of instructional time, shared governance, problem-solving opportunities, parent involvement, and cooperative learning techniques. Staff believe that children from birth to age eleven are essentially sensory, concrete, and experiential learners, and are committed to the use of discovery and other teaching techniques proven successful in developing the whole child in a positive and caring environment. As part of whole language instruction, kindergarten classes have established a partnership with a local nursing home to help students learn how to read. In preparation for each visit, teachers share literature with the children based on intergenerational experiences and friendship. Every month, the children interact with the elderly through art projects, games, songs, and conversation. When the children return to school, they describe their experiences to parents and other volunteers who transcribe their stories. These stories are made into books that are not only given to the elderly but to the school's library to serve as reading material for their own kindergarten classrooms and for other students. The children's rich stories of their own intergenerational encounters helped them to explore and express important themes and values—aging, fear, friendship, disabilities, giving, and courage—and learn how to read in a meaningful context.

Computer-Assisted instruction. At McFadden Intermediate School, 7th and 8th grade students are constructing the first interactive, computer-based history of Santa Ana, California, for exhibition at the Bowers Museum in Orange County. The project was initiated as a result of student enthusiasm in using computers to write and publish. With the support of Chapter 1 funds, secondary school students were able to take their technology and skills directly out into the community. Now, as part of their social studies classes, students are using video cameras, computers, and scanners to conduct original interviews with senior citizens, research archives, and sift through old photographs to document the city's social, economic, and political development since the 1600s. Local business people have been invited to watch the students in action, as well as to contribute. The result—American Title Bank gave the class access to its photo library; the Vice President of Wells Fargo Bank shared stories about its first local agent, who was also the town's first mayor; and a dozen other companies donated \$100,000 in services and equipment.

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Alternative Instructional Model. Audrey Cohen College, a private institution in New York City, is replicating its educational paradigm in public elementary and secondary schools located in the East Harlem area of New York City, Chicago, rural Mississippi, Arizona, Florida, and San Diego. This paradigm is based on the philosophy that education should teach students to use their knowledge and skills to change and improve their own lives and the lives of others. Learning is organized around purposes—questions or challenges that motivate children to find answers. The purpose guides the study of knowledge from five dimensions that relate to traditional academic areas, including weighing values and ethics; understanding self and others; understanding natural and social systems; and making use of skills. Guided by the purpose, students apply their knowledge and skills through a constructive action project that seeks to improve the local and global community. Assessment is based students' ability to use their knowledge in sophisticated ways to achieve certain socially useful outcomes.

Through this process, students are engaged in working with each other and with various institutions and agencies in the community to learn and to meet challenges. Guiding purposes are developmental in nature, and the constructive action projects progress from group activities to internships. For example, guided by the purpose, "We Make Our Neighborhood a Better Place to Live," second graders might determine how to reduce crime in their neighborhood. Using their mathematics, geography, and language arts skills, they may work with police, the City Council, and local media to develop, publicize, and disseminate crime watch tips throughout their community. Fourth grade students study the purpose of working for better health. Under the framework of nutrition, students use mathematics skills to depict their own eating patterns and analyze nutritional content. They might also explore the lifestyle patterns of children in other cultures, study the evolution and impact of modern medicine, and read biographies of prominent scientists. As a constructive action, they might design a plan to improve their own health care and share their knowledge with others—via a health fair, community survey, self-help brochure, or dramatic performance. Under the purpose, "Being Effective at Teaching and Communicating," secondary school students intern at day care centers where they invent games, stories, songs, and pictures to teach the concepts they learn in class. Through this educational process, students not only develop skills relating to critical thinking, problem-solving, communication, research, and negotiation, but increase their motivation and desire to learn and make a difference in the world.

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State-Level Activities. As part of their Chapter 1 Program Improvement activities, the **California State Department of Education** provides technical assistance to schools via seminars, regional workshops, and statewide conferences. Through these means, the SEA directs schools to focus their attention on how activities such as curriculum and instruction, assessment, staff development, parent involvement, and school climate can be improved overall to support success in the regular educational program for all students. For example, as part of the annual "High Achieving Schools Conference," organizations operating service-learning and youth service programs throughout California presented workshops, including the San Francisco School Volunteers, Constitutional Rights Foundation, and the East Bay Conservation Corps. These sessions helped teachers and administrators understand the benefits of service learning for all students, especially those at-risk, and how these opportunities help to meet the objectives of the Chapter 1 program. In addition, Chapter 1 staff in the Department of Education serve as members of an interdepartmental CalServe Advisory Committee, along with members representing educational restructuring initiatives, curriculum areas, and other federal categorical programs. This committee reviews publications from their units to select appropriate infusion points on service learning; includes service-learning concepts and examples in their monthly newsletters; and helps to develop service-learning workshops appropriate for their constituencies.

Technology. In **Issaquah, Washington**, computers are giving at-risk students a new and interesting perspective on learning. After updating and augmenting their computer technology, **Issaquah Middle School** was able to offer its students an opportunity to challenge and increase previously untapped knowledge. When a particularly troubled student broke into the county network system school records, the offense was recognizably serious. Also recognizable was the fact that this student adapted well to learning on computers. The student now joins many other **Issaquah** students in sharing his knowledge with the community through teaching programs to teachers and students and as an official beta tester for the system.

With the help of a grant, students from **Edgewater, Florida**, and **Pine Ridge, South Dakota**, are able to enhance their curriculum and broaden their views through the use of the Applelink telecommunications network. Students at **Edgewater High School** who are studying Native American cultures, use the network to communicate with the Native American students at the **Pine Ridge School**. Through this exchange, all students were able to expand not only their academic knowledge but their computer knowledge as well. Eventually the students were developing "HyperCard" stacks with digitized biographies of themselves and creating photographs that they traded with one another. The students are branching out and are collecting local myths, legends and dances, which they will compile onto videotape and CD-ROM. The students use their community, the computer technology, and their new sister community to benefit themselves and those around them.

EDUCATION

Source *Federal, State, and Local Partnerships for Educational Improvement (Chapter 2, State Block Grants), Elementary and Secondary Education Act of 1965, as amended, Title I, Chapter 2, Part A; Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297, 20 U.S.C. 2911-2952, 2971-2976.*

Eligibility State educational agencies (SEAs). Local educational agencies (LEAs) apply to SEAs for subgrants.

Amount \$445,624,000 was distributed in FY 92 by formula based on each state's relative share of the total school-aged population, with financial assistance ranging from \$2,160,854 to \$49,715,400 and averaging \$7,876,000. FY 93 estimate is \$439,953,000.

Uses To improve quality and promote innovation in elementary and secondary education.

20% of state allotment may be used by SEAs for the following authorized activities:

- Administration, such as planning, supervision, and processing of funds; monitoring and evaluation of programs and activities; and operations of the advisory committee, which may include representatives of public and private elementary and secondary education, local school boards, institutions of higher education, the legislature, and classroom teachers, parents, administrators, librarians, and school counselors.
- Technical assistance and direct grants to LEAs.

80% of state allotment is distributed to LEAs. LEAs, as well as SEAs, may use funds in any of the following targeted assistance areas:

- Programs to meet the educational needs of at-risk or special needs students.
- Acquisition and use of instructional and educational materials.
- Innovative schoolwide improvement programs, including effective schools programs.
- Programs of training and professional development to enhance the knowledge and skills of educational personnel.
- Programs of training to enhance the ability of teachers and school counselors to identify, particularly in the early grades, students with reading-related problems that place these students at risk for illiteracy in their adult years.
- Programs to enhance students' personal and academic excellence, including instruction in ethics, performing and creative arts, humanities, physical fitness and comprehensive health education, and participation in community service projects.
- Other innovative projects that would enhance the educational program and climate of the school, including programs for gifted and talented students,

EDUCATION

technology education programs, early childhood programs, community education, and programs for youth suicide prevention.

Agency U.S. Department of Education, School Improvement Programs, School Effectiveness Division, Office of Elementary and Secondary Education, 400 Maryland Avenue, S.W., Washington, DC 20202-6439, 202-401-1154.

To "adopt, strengthen, and expand policies, procedures, and programs that address the problems of at-risk children and youth," the **Illinois State Board of Education** created the **Urban Education Partnership Grant** program. Since 1987, the program, supported with Chapter 2 funds, has awarded multiyear, competitive grants of up to \$30,000 to individual schools to promote systemic change in their academic environment. Based on the philosophy that problems facing urban schools can be solved through collaborations with business, government, social service agencies, families, and community groups, applicants must establish at least one partnership with an appropriate organization to implement activities that will improve student outcomes. Successful applicants must demonstrate the following principles: (1) the principal is responsible for program success and must be highly involved; (2) academic achievement is the ultimate indicator of success; and (3) community and parent involvement are crucial to lasting school improvement. Selected schools receive technical assistance throughout the two-year grant period and are encouraged to network with other grantees at Leadership Symposia throughout the school year. In the past, grants have been awarded to schools to conduct a variety of school improvement activities, including mentoring and tutoring programs, intergenerational learning, conflict resolution training, and staff development and curriculum reform in support of school restructuring initiatives. To build on these efforts, the Lieutenant Governor's Office of Volunteer Action and the Illinois State Board of Education cooperated to award 16 Serve-America grants under the National and Community Service Act. to these existing Urban Education Partnership grantees to enable them to integrate service-learning opportunities with their schoolwide restructuring initiatives.

In 1988, three school districts in Western Washington formed **Project Service Leadership (PSL)**, a coalition committed to implement service learning in their schools and to assist other schools throughout the state. Now, PSL, supported by funds from private foundations as well as a federal Chapter 2 grant from the Superintendent of Public Instruction, provides technical assistance by sponsoring conferences, networking sessions, and training institutes, facilitating curriculum writing workshops, and developing resource materials for teachers, parents, and community members. Through active consultation and assistance, PSL has enabled schools to infuse service learning into the school curriculum and culture to improve teaching and learning for all students.

EDUCATION

Source	<i>Magnet Schools Assistance Program In Desegregating Districts, Elementary and Secondary Education Act of 1965, Title III, as amended; Education for Economic Security Act, Title VII, as amended Public Law 98-377, 20 U.S.C. 4051-4062; Public Law 99-1559; Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendment of 1988, Public Law 100-297.</i>
Eligibility	Local educational agencies (LEAs) implementing a federally approved desegregation plan.
Amount	\$110,000,000 was awarded in FY 92 on a competitive basis to 65 projects, with financial assistance ranging from \$210,018 to \$3,498,959. Awards average \$1,792,000. FY 93 estimate is \$107,985,000.
Uses	To plan, implement, and operate magnet schools with specialized programs that promote excellence in mathematics, science, history, English, foreign languages, arts, music, or vocational skills. These programs are designed to attract students from different racial, ethnic, economic, and social backgrounds to reduce, eliminate, or prevent minority student isolation in an LEA's schools. Grants may be used by LEAs for: • Planning and promotional activities directly related to the expansion, continuation, or enhancement of academic programs and services. • Acquisition of books, materials, and equipment, including technology. • Payment of certified teachers.
Agency	U.S. Department of Education, Equity and Educational Excellence Division, Room 2040, FB6 400 Maryland Avenue, S.W., Washington, DC 20202-6440, 202-401-0364.

For more than 10 years, the **King/Drew Medical Magnet High School** has provided students from across **Los Angeles** with a structured program of learning and work to prepare them for postsecondary education. Enrollment is open districtwide, and between 20 to 30% are local students from Watts, one of the poorest communities in Los Angeles. Demographically, 60% of the students are African American and 22% Latino.

Students in the health care magnet program may select from 90 different placements, mainly at Martin Luther King, Jr., General Hospital. They rotate through four sites during 10th and 11th grade, and two in the 12th. Prior to student placement, the magnet program coordinator, teachers, and the on-site mentors develop student learning objectives, including those related to the sociological, financial, political, technical, scientific, and vocational aspects of their experience. For example, while working in the trauma department, students learn about triage and emergency first aid as well as the costs of violence to society. Students working in adult day care learn the responsibilities of employees. . . (continued)

(continued)...to clients, as well as the problems of social isolation for the elderly. During these rotations, students progress through increasing stages of responsibility—observation and job shadowing, performance of simple and complex medical procedures; and research. Every day, students keep journals, interview workers, develop vocabulary and meet with a teacher. These student experiences at the work site are also integrated with academic classes. For example, students in Spanish classes work at the hospital as translators; students explore careers in English classes; and in social studies, students investigate a topic related to their work. To facilitate this integration, teachers are provided with many opportunities to conduct regular visits to work sites. Every year, students complete a science project, and during their senior year, two full research papers based on investigations conducted at the workouts as well as with university library resources. Medical faculty at Drew University train students in the methods of scientific investigation.

Although located in an often troubled inner city, the magnet program has produced impressive statistics. Over the last decade, almost 100% of the graduates have continued on to higher education or entered military health care training programs. Funding has been provided by the Robert Wood Johnson Foundation, Los Angeles Unified School District, and participating hospitals and health care organizations.

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EDUCATION

Source	<i>Christa McAuliffe Fellowships (CMFP), Higher Education Act, Title V, Part C, Subpart 2, as amended, P.L. 102-325.</i>
Eligibility	Individual public and private school teachers are eligible for fellowships awarded on a competitive basis through their respective state educational agencies. Recipients must be at least 8-year veterans who must return to their current positions for at least 2 years following completion of the fellowship year.
Amount	\$2,000,000 was distributed in FY 92, based on each state's relative share of the total school-age population, with awards ranging from \$17,400 to \$34,800. Awards must be equal to the recipient's annual salary.
Uses	Fellows may use awards for approved projects to improve education, including: • Negotiated employment at another school or school district within the state or in another state. • Sabbaticals for study, research, or academic improvement to strengthen or learn a new area of expertise. • Professional development to increase skills and ability to work with special education populations. • Consultation with or technical assistance to other school districts or private school systems. • Development of special innovative programs. • Expansion of model programs of staff development.
Agency	U.S. Department of Education, Office of Elementary and Secondary Education, School Improvement Programs, School Effectiveness Division, 400 Maryland Avenue, S.W., Washington, DC 20202, 202-401-0659.

As part of a long-term restructuring plan to promote collaboration between the school and the community, a teacher at **John Marshall High School in Los Angeles, California**, used a Christa McAuliffe Award to enhance social studies. Through their civics classes, students serve as interns in local government, law, union, and nonprofit offices to learn more about the community while working in the public service. In addition, through science and industrial arts classes, students work with local hospitals to provide services and study health care issues. These pilot efforts, facilitated by both the McAuliffe award and a Next Century Schools grant, will create the foundation for a schoolwide community and public service program.

EDUCATION

Source	<i>First Schools and Teachers (Fund for the Improvement and Reform of Schools and Teaching), Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, Title III, Part B, 20 U.S.C. 4801-4812, 4832-4843.</i>
Eligibility	State educational agencies, local educational agencies, institutions of higher education, nonprofit organizations, individual schools, and consortia of these entities.
Amount	\$7,495,000 was awarded in FY 92 on a competitive basis, with financial assistance ranging from \$5,000-\$125,000 for school-level awards; \$50,000-\$250,000 for schools and teachers' awards. Awards averaged \$50,000 and \$85,000, respectively. FY 93 estimate is \$5,396,480. Twenty-five percent of FIRST program appropriations are mandated for school-level projects. \$3,755,000 was awarded to 27 new and continuing family partnership projects, with financial assistance ranging from \$50,000 to \$200,000. FY 93 estimate is \$3,687,000.
Uses	Grants for Schools and Teachers support projects to improve educational opportunities for, and the performance of, elementary and secondary school students and teachers by: • Helping educationally disadvantaged or at-risk children meet higher educational standards. • Providing incentives for improved performance. • Strengthening school leadership and teaching. • Promoting closer ties among school teachers, administrators, parents, families, and the local community. • Providing opportunities for teacher enrichment and other means to improve the professional status of teachers. • Encouraging projects that reallocate existing resources (both human and financial) to serve children better by refocusing priorities. • Allowing local schools to establish closer ties with an institution of higher education to increase educational achievement. • Increasing the number and quality of minority teachers. • Providing entry-year assistance to new teachers and administrators. • Improving the teacher certification process, especially for schools, school districts, or states facing serious shortages. • Encouraging pride in schools by teaching students to be responsible for their school environment, involving students in the care and maintenance of their classrooms, and promoting individual responsibility, citizenship, and involvement in civic activities.

Family School Partnership grants support projects in Chapter 1 schools to increase the involvement of families in improving the educational achievement of their children in grades pre-K through 12. Activities may include the following:

- Support for the efforts of families to work with their children in the home to foster positive attitudes toward education and to attain instructional objectives.
- Training for education personnel involved in Chapter 1 programs to work effectively with families as educational partners.
- Training for families, teachers, and other education personnel to build a home-school educational partnership.
- Evaluation of programs and expansion of efforts to increase participation in family involvement activities.

Agency

U.S. Department of Education, FIRST, Office of Educational Research and Improvement, 555 New Jersey Avenue, N.W., Washington, DC 20208-5524, 202-219-1496.

Through a grant from the U.S. Department of Education's FIRST program, **Brookstown Elementary School in East Baton Rouge, Louisiana**, is implementing Discovery Expedition, a three-year plan to increase student achievement and self-esteem through activity-based learning. In conjunction with ongoing staff development, Discovery Expeditions will be carried out through an interdisciplinary theme program involving regular outings and an extended day and summer program. To encourage innovation, teachers can apply for up to \$500 to carry out creative instructional projects, such as the development of nature trails to explore science. Students are involved in the planning and development of these expeditions, as well as the initiation and implementation of other school improvement projects. Parents are also encouraged to volunteer in these activities, and a volunteer core of Parent Advocates is trained to work with students who do not have traditional parental support.

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The faculty from the **Ohio State University**, preservice teachers, and the **Worthington Public Schools** are working together to improve the secondary school mathematics and science curriculum. This restructuring involves students in the investigation of civics issues related to math and science. At the high school level, a two-year integrated biological and earth systems science course is being developed, and, at the middle school level, a community-focused emphasis for the science curriculum. Throughout the curriculum, teachers are piloting special techniques to inform students about science related civics issues and helping them learn science through participation in the resolution of those issues. These strategies are facilitating the heterogeneous grouping of learning disabled, at-risk, and gifted students in the regular classroom. In addition to a thorough revision of the curriculum, the middle schools will design a summer program to enhance girls' interest in science and science-related careers. A FIRST grant from the U.S. Department of Education provided support to develop this national model for science education.

EDUCATION

Source	<i>National Diffusion Network (NDN), Elementary and Secondary Education Act of 1965, Title I, Section 1562, 20 U.S.C. 2962.</i>
Eligibility	State educational agencies (SEAs), local educational agencies (LEAs), institutions of higher education, and public and private nonprofit education institutions and organizations.
Amount	\$14,700,000 was awarded in FY 92 on a competitive basis. The range and average of these awards were as follows: NDN Developer Demonstrator—\$58,810-\$115,648; \$76,995; State Facilitators—\$60,000-\$249,858; \$121,470; Dissemination Processes—\$110,000-\$124,880; and Private School Facilitator Award—\$248,500. FY 93 estimate is \$14,582,000.
Uses	To promote the nationwide dissemination and adoption of exemplary educational programs, products, and practices. Programs must apply for and receive program effectiveness panel approval from the U.S. Department of Education. Awards are made in the form of the following: Developer Demonstrator grants to exemplary projects to enable them to make schools, colleges, and institutions aware of their programs and to provide training, technical assistance, materials, and follow-up to schools who want to adopt their practices. Areas represented among the hundreds of approved programs include academic and other areas, such as mathematics, science, reading, writing, technology, humanities, vocational education, substance abuse prevention programs, health education, and physical education; targeted populations, such as at-risk, Chapter 1, and special education programs; and school improvement models, such as inservice and preservice training and school management processes. State facilitator grants to support personnel who match National Diffusion Network programs with schools and organizations who might benefit from their implementation. Adoption is encouraged via conferences, consultation, site visits, and other means.
Agency	National Diffusion Network, Recognition Division, Programs for the Improvement of Practice, Office of Educational Research and Improvement, 555 New Jersey Avenue, N.W., Washington, DC 20208-5645, 202-219-2134.

The Coca-Cola Valued Youth Program has been approved by the National Diffusion Network's Program Effectiveness Panel as an exemplary program to improve the education of at-risk students. The program places Hispanic students who are at high risk of dropping out as tutors of younger children. The students tutor between 5-8 hours per week and are paid the federal minimum wage. As the tutors teach basic skills to younger students, they themselves not only learn the basic skills but also develop a more positive self-image of themselves that motivates them to stay in school. Tutors, who receive academic credit for their work, also take special classes to improve their communication, reading, and writing skills as well as to gain a practical awareness of child growth and development theories. In addition to tutoring, the program involves parents, sponsor field trips for the tutors and the tutees and offers special talks with adult mentors...(continued)

(continued)...To become recognized by the National Diffusion Network, the program was evaluated and documented extensively by its developer, the Intercultural Development Research Association (IDRA) in San Antonio, Texas. Outcomes for tutors were compared with a randomly selected group who shared the same characteristics—limited English proficiency, low academic achievement, minority status, and low socioeconomic status. At the end of two years, only 1% of the tutors had dropped out as compared to 12% of the other group. Other documented outcomes included improved grades, lower absenteeism and disciplinary action referrals, improved self-concept and social attitudes, enhanced social and communication skills, increased motivation and desire to learn, and greater sense of independence and responsibility. Through a partnership with the Brownsville Independent School District and Coca-Cola, the Intercultural Development Research Association is replicating the program with funds from a variety of sources, including the National Diffusion Network.

Investigating and Evaluating Environmental Issues and Actions has been approved by the National Diffusion Network's Program Effectiveness Panel as an exemplary science education program. The interdisciplinary curriculum, which can be infused into existing science, social studies, and language arts classes, introduces students to the skills needed to evaluate and act responsibly on local environmental issues and problems. Instructional activities involve students in using a variety of higher-order thinking skills—problem-solving, analyzing issues, collecting and recording data, producing and interpreting graphs, formulating decisions, and developing resolutions on issues. Through this process, students not only demonstrate good citizenship and personal responsibility but improve their knowledge and understanding of science concepts as they apply science-related principles to real life problems and issues. Initially developed with funding from the State of Illinois and the National Science Foundation, the curriculum is undergoing replication with funds from the National Diffusion Network. Staff development workshops model the process of student learning: teachers investigate environmental issues, prepare and communicate implementation plans, and learn how to function as consultants to facilitate student learning.

EDUCATION

Source	<i>Serve-America, National and Community Service Act of 1990, P.L. 101-610, Subtitle B, Part I, as amended by the National and Community Service Trust Act of 1993, P.L. 103-82.</i>
Eligibility	State educational agencies, Indian tribes, and territories. Local partnerships consisting of local educational agencies and one or more community partners apply for subgrants from the state educational agency. In any year in which the state does not participate in the Serve-America program, locals may apply directly to the Commission. States, Indian tribes, and public or private nonprofit organizations may apply directly to the Corporation for competitive grants.
Amount	\$17,200,0000 was awarded in FY 93 to 57 state and local projects, with amounts based partially on the Chapter 1 formula articulated in the Elementary and Secondary Education Act of 1965 and the state's relative share of the total school-age population. Financial assistance ranged from \$12,600 to \$1,646,151. State and local grantees must provide an increasing match of 10%, 20%, 30%, and 50% over four years with state, local, or federal funds and in-kind contributions. FY 94 estimate is \$25,500,000. Of this amount, 3% is reserved for Indian tribes and territories. Of the remainder, 75% will be distributed on a formula basis and 25% will be awarded on a competitive basis.
Uses	<u>Formula Allotment and Competitive Grants.</u> Implementation of 3-year strategic plan for promoting service learning based in elementary and secondary schools. Grantees may reserve 5% for administrative costs. Grants may support the following kinds of activities: (1) Planning and building the capacity of the state (15% of allotment) to implement school-based service-learning programs. Activities may be conducted through grants or contracts with qualified organizations and may include the following: • Training for teachers, supervisors, and personnel from community-based organizations. • Development of service-learning curricula to be integrated into academic programs, including age-appropriate learning components for students to analyze and apply their experiences. • Formation of local partnerships to develop school-based service-learning programs. • Development of appropriate methods for research and evaluation of the educational value of service learning and the effect of service-learning activities on communities. • Establishment of effective outreach and dissemination to ensure the broadest possible involvement of community-based organizations with demonstrated effectiveness in working with school-age youth. (2) Implementation, operation, or expansion of school-based service-learning programs, including paying for the cost of recruitment, training, supervision, placement, salaries, and benefits of service-learning coordinators. States award competitive grants to projects operated by local partnerships among local educational agencies and one or more community partners, such as a public or private nonprofit organization.

(3) **Planning** of school-based service-learning programs. Local educational agencies may use funds to support salaries and benefits of service-learning coordinators and the recruitment, training, supervision, and placement of national service participants who serve as service-learning coordinators (under Subtitle C or D of the National and Community Service Trust Act of 1993).

(4) **Implementation, operation, or expansion** of school-based service-learning programs involving adult volunteers to use service-learning to improve the education of students. States award competitive grants to local partnerships among local education agencies and one or more public or private nonprofit organizations, educational agencies, or businesses.

Subgrantees may use grants to support the costs of supervision, program administration, transportation, insurance, and other reasonable expenses. Students may not receive financial compensation except reimbursement for out-of-pocket expenses.

Service-learning coordinators provide services to local educational agencies by providing technical assistance and information to facilitate the training of teachers who want to use service-learning in their classrooms; assisting local partnerships in the planning, development, and implementation of service-learning projects; and other appropriate duties.

The Corporation and states must give priority to local applicants who are in the greatest need of assistance; involve participants in program design and operation; involve public and private school students serving together; involve students of different ages, races, sexes, ethnic groups, disabilities, or economic backgrounds serving together; and are integrated into the academic program of participants.

Agency

Corporation for National and Community Service, 1100 Vermont Avenue, N.W., Washington, DC 20525, 202-606-4880.

Technical Assistance. In 1989, the Carnegie Corporation issued *Turning Points: Preparing American Youth for the 21st Century*, a document outlining recommendations for the reform of middle school education. These included a call for the creation of small communities of learning, a core academic program, and family and community involvement, with youth service recognized as a strategy to achieve many of these objectives. Now, a network of 27 states are actively implementing these recommendations through policy and curriculum development, changes in teacher education and certification, and collaborations with education, health, social services, and other important partners. To achieve these changes, the **Colorado Department of Education** is integrating service learning into its Middle Grade School State Policy Initiative. The state education agency is developing a how-to manual for infusing service learning into middle level structure, i.e., teaming, advisory, interdisciplinary instruction, family involvement, community partnerships, and hands-on learning; producing staff development materials for middle level teacher training workshops; and expanding the Middle Level Interdisciplinary Resource Center at the University of Northern Colorado, which disseminates materials throughout the country...(continued)

...(continued)

Through a long series of public forums, the people of Vermont have developed the "Common Core of Learning," a statement of essential student outcomes that describes the skills and qualities that all students should develop, and the fields of knowledge to which all students must have access. The Common Core provides the framework for the demonstration and assessment of student knowledge and skills in four areas: Communication, Reasoning and Problem Solving, Personal Development, and Social Responsibility. The fields of knowledge refer to Vermont's curriculum frameworks, currently being developed in the areas of science, mathematics, technology, writing, and arts education. To assess student outcomes in the area of Social Responsibility, the Vermont Department of Education has already piloted a process whereby students are creating portfolios to document their service-learning experiences. In addition, the state is exploring the possibility of assessing academic achievement via student knowledge and skills demonstrated in service-learning experiences.

Training. The Georgia Department of Education in collaboration with Clark-Atlanta University and Georgia Serve-America conducted two summer institutes on service learning for educators. Each institute covered the nuts and bolts of service learning and used field work as the basis for all classroom experiences. Participants received 5 approved staff development units for attending the institute and satisfactorily completing assigned projects. These assignments included: development and implementation of a service-learning project planned at the institute; conducting an inservice activity back home; and attendance at follow-up sessions during the fall semester.

The Community Service Learning Center, Inc., in conjunction with the School of Education, University of Massachusetts at Amherst, received a subgrant from the Massachusetts Department of Education's Serve-America capacity-building allotment to plan and conduct two training seminars for ten teams of faculty from teacher-training institutions across Massachusetts. Seminars acquaint teams with the methods of service learning and its potential to facilitate school reform restructuring. In addition, seminars demonstrate ways in which service learning can be incorporated to inservice training and teacher education to help teachers fulfill the new Massachusetts teacher certification requirements.

Supported by both Iowa's Serve-America grant and school district funds, the Iowa City Community School District Service Learning Project is a collaborative effort that includes the Iowa City Schools, University of Iowa College of Education, Grant Wood Area Educational Agency, Iowa Department of Education, the National Youth Leadership Council, and local social service agencies. In the fall of 1992, elementary and secondary school teachers participated in a three-day experiential training workshop. In the spring, these teachers planned and implemented service-learning projects for their students. They were assisted by teams of preservice teachers, who, as part of their own elementary education classes, served as liaisons with local service agencies, located curricular resources, and provided help with supervision, reflection, and small group activities. Teachers and ...(continued)

...(continued) preservice teachers carefully documented these implementation efforts. During the summer, participating teachers convened meetings to discuss their challenges and successes, evaluate their efforts, and write brief summaries to share with other teachers. In addition, a team of teachers participates in a curriculum writing workshop to develop guidelines, lesson plans, and other materials for dissemination. These teachers will also serve as "colleague mentors" for their peers. Through this process, service learning will become a key factor in helping the Iowa City Schools achieve the elements of its desired comprehensive school transformation, including site-based decision making, the integration of higher-order thinking skills into the curriculum, and parent and community involvement.

School-based service-learning programs. In its Serve-America Request for Proposal process, the California State Department of Education required local partnerships to connect service learning with several statewide education reform initiatives—School Restructuring planning and demonstration grants, which required schools to make systemic changes to improve education, i.e., meaning-centered, thematic curriculum and instruction, site-based management; Governor's Healthy Start Grants, which assisted schools in developing collaborations to meet social, health, and educational needs of students; and Every Student Succeeds, a network of schools committed to improving outcomes for students at-risk.

As a result, all CalServe grantees are school districts that have incorporated service learning into their restructuring plans. For example, San Francisco Unified School District is developing a comprehensive program that integrates service learning permanently into the K-12 core curriculum. Placing special emphasis on staff development, the project works at all educational levels and will ultimately involve 60 schools in developing service-learning activities across core disciplines. California State University, San Francisco will pair preservice teachers with participating teachers and restructure their own credentialing program to include service-learning methodologies.

To support the integration of service learning into its systemic education reform efforts, the Department of Education has also established its own CalServe Advisory Committee with members representing Department divisions in School Restructuring; Healthy Start; high school, middle school, and elementary school reform efforts; subjects areas such as science and history; evaluation and student assessment; and categorical programs, including Chapter 1. Members of this intradepartmental group are reviewing publications from their respective units and suggesting appropriate infusion points for service learning as well as including service learning in newsletters and workshops targeted at their constituencies.

EDUCATION

Source	<i>Community-Based Service Programs for School-Age Youth, National and Community Service Trust Act of 1993, P.L. 103-82.</i>
Eligibility	State Commissions on National and Community Service and public or private nonprofit organizations.
Amount	\$4,500,000 will be awarded in FY 94 on a competitive basis. State and local grantees must provide an increasing match of 10%, 20%, 30%, and 50% over four years with state, local, or federal funds and in-kind contributions.
Uses	Implementation, operation, expansion, or replication of community-based service programs. State Commissions and entities that provide grants may: (1) provide training and technical assistance to qualified organizations. (2) make grants to qualified organizations. Qualified organizations may implement, operate, expand, or replicate a community-based service program that involves school-age youth in providing meaningful human, educational, environmental, or public safety service.
Agency	Corporation for National and Community Service, 1100 Vermont Avenue, N.W., Washington, DC 20525, 202-606-4880.

Project YES, a program of the **East Bay Conservation Corps in Oakland, California**, involves middle school youth in a summer program to learn about environmental education and to perform conservation and community service projects. The concepts of choice, responsibility, team work, problem-solving, resources and social action are integrated with an environmental science-based curriculum focused on the themes of recycling and reuse, natural resources, interdependence and diversity. Students work on neighborhood cleanups and recycling projects; conservation activities such as tree planting and revegetation; community improvements such as landscaping, community gardens, graffiti removal, historical preservation, painting, park development, and mural painting; and human service activities with senior citizens to improve their quality of life.

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EDUCATION

Source	<i>Subtitle H—Investment for Quality and Innovation, National and Community Service Act of 1990, P.L. 101-610, as amended by the National and Community Service Trust Act of 1993, P.L. 103-82.</i>
Eligibility	In general, public and private nonprofit institutions, organizations, and agencies.
Amount	\$15,000,000 is appropriated for FY 94.
Uses	Grants, contracts, and cooperative agreements to carry out the following kinds of activities: <u>Innovation and Quality Improvement.</u> Activities to improve the quality of national service and service-learning programs, such as programs for rural youth; employer-based retiree programs; intergenerational programs; programs involving individuals with disabilities as participants providing service; programs sponsored by governors. <u>Summer Programs.</u> Service programs carried out between May 1 and October 1 (may include a year-round component). <u>Community-Based Agencies.</u> Training and technical assistance to improve the ability of community-based agencies to use volunteers in high-quality, positive service experiences. <u>Improve Ability to Apply for Assistance.</u> Training and technical assistance to eligible applicants (state commissions, state education agencies, local educational agencies, etc.) to enable them to apply for funding, conduct high-quality programs, and evaluate such programs. <u>National Service Fellowships.</u> <u>Conferences and Materials.</u> Organization of conferences, preparation and publication of materials, dissemination of information, and sharing of information for the purpose of improving the quality of programs and projects. <u>Peace Corps and VISTA Training.</u> Training assistance (to prepare individuals to serve as volunteers), that is conducted as part of the course of study at institutions of higher education and involves service-learning and other appropriate skill development. <u>Promotion and Recruitment.</u> Campaigns to solicit funds for the National Service Trust and other national service programs, as well as the recruitment of participants for programs that receive Corporation assistance. <u>Training.</u> National and regional training of participants and supervisors, which may include development of leadership, specific service skills, and an ethic of civic responsibility. <u>Research.</u> Research on national service and service learning. <u>Intergenerational Support.</u> Programs that develop a service component that combines students, out-of-school youth, and older adults as participants providing needed community services.

EDUCATION

Planning Coordination. Coordination of communitywide planning among programs and projects.

Youth Leadership. Activities to enhance the ability of youth and young adults to play leadership roles in national service.

National Program Identity. Development and dissemination of materials, including training materials, and arrangement for uniforms and insignia designed to promote unity among programs receiving Corporation assistance.

Service Learning. Innovative programs and activities that promote service learning.

National Youth Service Day. Support for ceremonies and activities to observe National Youth Service Day on April 19, 1994 and April 18, 1995.

Clearinghouses. Assistance to establish one or more clearinghouses to assist national service and service-learning programs. Clearinghouses may assist programs with needs assessment and planning; conduct research and evaluation; provide leadership development and training; facilitate communication among programs; provide information, curriculum materials, and technical assistance; gather and disseminate information on successful programs; coordinate activities to avoid duplication of effort; and make recommendations to improve state and local programs.

Military Installation Conversion Demonstration Programs. Establishment of full- or part-time programs that involve economically disadvantaged youth in converting military bases subject to closure or realignment to community use, such as a park, community center, recreational facility, or Head Start center.

Agency

Corporation for National and Community Service, 1100 Vermont Avenue, N.W., Washington, DC 20525, 202-606-4880.

Recently a grant was awarded to **Generations United (GU)** to aid their efforts in creating a data base of commendable intergenerational programs. GU has also generated a resource guide regarding developing intergenerational programs. With its grant, GU is producing a listing technical assistance advisors with regard to intergenerational service programming. This listing is designed to assist those establishing and facilitating intergenerational service programs.

Youth Serve America (YSA) is using their grant in a variety of ways to benefit both regional and state service programs. They are developing new program materials that will be used in regional meetings facilitated by YSA. In accordance with their grant, YSA provides technical assistance to all states that may be developing and implementing comprehensive service plans.

EDUCATION

Source	<i>Appalachian Regional Development, Appalachian Regional Development Act of 1965, P.L. 89-4, as amended, P.L. 90-103, P.L. 91-123, P.L. 92-65, P.L. 94-188, P.L. 91-193, P.L. 96-506, P.L. 97-88, P.L. 97-377, P.L. 98-50, P.L. 98-181, P.L. 98-360, P.L. 98-396, P.L. 99-141, P.L. 100-202, 40 App. U.S.C. 1-405.</i>
Eligibility	States, and through the states, public and private nonprofit agencies and organizations. The Appalachian region includes all of West Virginia and parts of Alabama, Georgia, Kentucky, Maryland, Mississippi, New York, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, and Virginia.
Amount	\$4,338,056 was awarded in FY 92 to nonhighway projects, including those in the areas of research and development, health care, education, and child development.
Uses	To establish a set of institutions, facilities, and services capable of permanently directing the long-term economic and human resource development of the region. Uses of funds include, but are not limited to, the following areas: • Research and technical assistance. • Improvements in health care delivery. • Education and job training. • Child development services. In FY 91, the Commission funded an environmental education program, a youth corps, volunteer groups, a regional education reform initiative, literacy programs, and vocational education programs.
Agency	Appalachian Regional Commission, 1666 Connecticut Avenue, N.W., Washington, DC 20235, 202-673-7874.

With help from a \$30,000 grant from the Appalachian Regional Commission, the **Eastern Kentucky Teachers' Network** continues its mission to provide formal training and support to teachers interested in trying the "Foxfire" approach to instruction in their classroom. Through the Foxfire method, students develop their writing and communication skills by collecting and documenting the folklore and oral history of their region. The approach, developed by a teacher in Rabun Gap, Georgia, stresses four elements—student choice and ownership, community involvement, pursuit of an audience beyond the classroom walls for student work, and hands on, academic experiences. To facilitate the Network, two full-time coordinators travel throughout the region visiting classrooms, encouraging teachers, working directly with students engaged in projects, and meeting with school administrators. In addition, the Network hosts two annual meetings and summer workshops at Berea College; publishes **Ramblings**, a regular newsletter; and links 40 teachers through a computer teleconferencing project, enabling them to communicate daily and share mutual experiences. By modeling the pedagogy they espouse, the Network has given rural teachers a voice and an opportunity to take on leadership roles, make business decisions, provide technical assistance, and improve classroom practice through their collective and individual reflection, writing, and decision making. Similar Foxfire teacher networks exist in Georgia, Idaho, and North Carolina.

EDUCATION

Humanities/Social Sciences

Source *Promotion of the Humanities—Humanities Projects in Museums and Historical Organizations, National Foundation on the Arts and the Humanities Act of 1965, as amended, P.L. 89-209, 20 U.S.C. 951 et seq.*

Eligibility Any private nonprofit institution, including institutions of higher education or branches of state or local government. Institutions may include history, art, anthropology, and natural history museums; historic sites; youth museums; university museums and galleries; science and technology centers; zoos; and botanical gardens.

Amount \$9,345,000 was awarded in FY 92 on a competitive basis to 93 applicants, with financial assistance ranging from \$10,000 to \$1,000,000. Funds are awarded in three ways—matching funds on a one-to-one basis, outright grants, or a combination of the two. FY 93 estimate is \$9,217,000.

Uses Planning and implementation of the following activities:

- Temporary, traveling, and permanent exhibitions.
- Interpretation of historic sites.
- Publications, including catalogues and guidebooks.
- Interpretive components, such as audiovisual presentations and interactive computer/videodisc displays.
- Educational programs and materials, including lectures, symposia, teachers' guides, and outreach programs for youth and adults.

Projects may use historical, philosophical, critical, or theoretical approaches to broaden public understanding of themes central to the humanities disciplines—history; philosophy; languages; linguistics; literature; archaeology; jurisprudence; history, theory and criticism of the arts; ethics; comparative religion; and those aspects of the social sciences that employ historical and philosophical approaches. Projects that focus on historical events, key individuals, systems of thought, and historical epochs are encouraged. If local historical events are the focus, projects should seek to demonstrate the links between local developments and national trends and inform audiences about larger issues. Projects may also educate the public about the methods and insights of the humanities disciplines.

Projects involving youth are welcome.

Agency National Endowment for the Humanities, Humanities Projects in Museums and Historical Organizations, Division of Public Programs, Room 420, 1100 Pennsylvania Avenue, N.W., Washington, DC 20506, 202-606-8284.

The New York State Historical Association teamed up with the New York State and Capital District Council for the Social Studies to present "Diversity in Documents," a training institute for elementary and secondary school teachers. The workshops were a response to the State Education Department's "New Compact for Learning," a call for educators to use existing cultural resources. During the summers of 1991 and 1992, teachers from across the state learned how to locate, identify, and incorporate historical records into their lesson plans. At the institute they developed document-based lesson plans to implement across a variety of subjects. For example, a teacher who participated from Potsdam High School engaged her students in studying historical records at the local museum, historical society, and school. Based on their research, the students produced "Pride and Progress: A Small History of Potsdam Schools," which received the Board of Regents 1992 Archives Week Award.

According to staff at the New York State Historical Association, historical records represent a personal quality to history: their immediacy, relevancy, and identity makes them compelling to students. The workshop series was funded under the Documentary Heritage Program, a program of the New York State Archives and Records Administration, which provides grants to archives, libraries, and historical societies to strengthen historical records programs, arrange and describe records, encourage the use of records, and develop improved techniques and approaches to the management of historical records.

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EDUCATION

Source	<i>Promotion of the Humanities—Public Humanities Projects, National Foundation on the Arts and the Humanities Act of 1965, as amended, P.L. 89-209, 20 U.S.C. 951 et. seq.</i>
Eligibility	Institutions of higher education, nonprofit professional organizations and associations, cultural and community organizations, agencies of state and local government, and nonprofit community groups.
Amount	\$2,265,000 was awarded in FY 92 on a competitive basis to 19 local applicants, with financial assistance ranging from \$15,000 to \$200,000 and an average award of \$60,000. FY 93 estimate is \$2,330,000.
Uses	To broaden public understanding of themes central to the humanities disciplines—history; philosophy; languages; linguistics; literature; archaeology; jurisprudence; history, theory and criticism of the arts; ethics; comparative religion; and those aspects of the social sciences that employ historical and philosophical approaches. Projects that focus on historical events, key individuals, systems of thought, and historical epochs are encouraged. If local historical events are the focus, projects should seek to demonstrate the links between local developments and national trends and inform audiences about larger issues. Projects may also educate the public about the methods and insights of the humanities disciplines. Funds are awarded to exemplary public programs and model humanities projects of potential national significance. Projects involving youth are welcome. Formats are not restricted and may include: • Public symposia. • Community forums. • Debates • Interpretive pamphlets, brochures, and books. • Film festivals.
Agency	National Endowment of the Humanities, Public Humanities Projects, Room 426, Division of Public Programs, 1100 Pennsylvania Avenue, N.W., Washington, DC 20506, 202-786-0271.

In 1966, a first-year teacher at the Rabun Gap-Nacoochee School in rural Georgia began involving his 10th grade English classes in the collection and documentation of local Appalachian history, folklore, and culture. Students that year, and for the next 27 years, produced *Foxfire*, a literary journal highlighting such local activities as faith healing, spinning, superstitions, gospel singing, log cabin building, and soapmaking. As part of their English classes, students interviewed elderly rural residents, transcribed materials, developed articles from oral history—and formed lasting relationships that involved the elderly as community teachers and students as both companions and helpers. In 1969, the program was incorporated as the Southern Highland Literary Fund (now Foxfire, Fund, Inc.) ...(continued)

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...(continued) and was awarded a \$9,953 grant from the National Endowment for the Humanities (NEH) to conduct the Foxfire Folklife Training and Research Program. Funds supported a coordinator, student stipends, travel, supplies, and equipment to expand research capabilities and produce the manuscript for the first *Foxfire* book, published by Doubleday in 1971. The grant also supported student exchanges across the country to disseminate ideas and mentor similar projects in other schools. In 1971, the project received a second \$9,401 NEH grant to continue its work. Foxfire has since amassed an endowment of almost \$2,000,000 from royalties on the sale of 10 Foxfire books and other publications; dramatic rights to Foxfire material, which resulted in the production of an award-winning Broadway play; grants from IDEAS, the Ford Foundation, the Mott Foundation, and the NEH Challenge program; portfolio investments; and a variety of other sources. Grants from the National Historic Preservation and Records Commission and the Rockefeller Foundation have enabled Foxfire to archive their extension collection of photographs, audiotapes, videotapes, and other documents.

For almost 30 years, Foxfire has endured—as an introductory English and magazine production class, as well as a major cultural institution in northeastern Georgia. Its funds have supported a variety of other educational classes, a small publishing house, a recording company, community television station, and teacher outreach networks. The Foxfire philosophy stresses four elements—student choice and ownership, community involvement, pursuit of an audience beyond the classroom walls for student work, and hands on, academic experiences. Through this process, students learn and apply academic skills in the service of creating products that have value and make a contribution to the people in the community.

Faculty from the disciplines of History and Education at the University of Pennsylvania are conducting a comprehensive historical survey of African-American life in West Philadelphia. To assist in this effort, the Research Apprenticeship Program, a social studies elective at West Philadelphia High School, was developed in collaboration with university faculty, school teachers, and archivists and educational directors from the City's libraries and historical societies. The class engages students in the collection and publication of community history and indigenous culture. The fall semester is organized as a writing workshop, involving students in oral history collection, interviewing, and photography. In the spring, students develop research projects related to history and culture and publish their findings in cultural journals and newsletters for the school and community. University students serve as mentors and assistants for the program as part of their own history classes. The research will become part of a database used to develop the historical survey. Eventually, this research process will engage Penn faculty and students from the departments of Folklore, Anthropology, Urban Studies, and Psychology. Over the long term, faculty, teachers, and students will also develop a community-centered curriculum and a school/community publications center at West Philadelphia High School.

EDUCATION

Source	<i>Promotion of the Humanities—State Programs, National Foundation on the Arts and the Humanities Act of 1965, as amended, P.L. 89-209, 20 U.S.C. 951 et. seq.</i>
Eligibility	Humanities councils in the 50 states, District of Columbia, and Territories. Nonprofit agencies, cultural and educational institutions, civic organizations or groups apply to the council in their respective state.
Amount	\$27,548,000 was awarded in FY 92 on a formula basis. In general, local projects require a 50% match with cash or in-kind contributions. FY 93 estimate is \$28,258,000.
Uses	Each state humanities council establishes its own grant guidelines and procedures. Councils typically supports a wide variety of projects of local, statewide, or regional significance, including the following kinds of activities: • Library reading programs. • Speaker-discussion series. • Conferences, seminars, and institutes for teachers and school administrators. • Media presentations. • Museum and traveling exhibitions. Eligible disciplines generally include history, literature, philosophy, languages, archaeology, humanistic aspects of the sciences, and the study of the arts.
Agency	National Endowment of the Humanities, Division of State Programs, Room 411, 1100 Pennsylvania Avenue, N.W., Washington, DC 20506, 202-606-8254.

From 1984 to 1987, **ARTS, Inc.**, a local cultural resource and teaching center in **New York City**, sponsored a folklife research project involving over 250 10- to 17-year-old urban students. Staff members and students worked in teams to plan, review, and consult with expert folklorists and anthropologists to document the history and culture of the people living on the lower East Side of New York City. Armed with cameras and clipboards, English, Spanish, and Chinese speaking students mapped neighborhoods, interviewed merchants and residents, took photographs, and collected samples of local culture for an exhibit and publication showcasing the lives, jobs, customs, and celebrations of the community. The exhibit, entitled "WAVES," was seen by over 75,000 people in New York City, as well as at the Smithsonian Festival of American Folklife in Washington, D.C. The project was supported by grants from the National Endowment for the Arts, the National Endowment for the Humanities, New York State Council for the Arts, New York Council for the Humanities foundations, business, and private donors.

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EDUCATION

Source	<i>Promotion of the Arts—Literature (Audience Development), National Foundation on the Arts and the Humanities Act of 1965, as amended, P.L. 89-209, Section 5, 20 U.S.C. 951.</i>
Eligibility	Individual artists and nonprofit organizations, including state arts agencies, institutions of higher education, libraries, museums, art centers, radio and television and other professional and community organizations. Elementary and secondary schools are not eligible. Cosponsorship is encouraged.
Amount	\$4,606,000 was awarded in FY 92 on a competitive basis to 234 local applicants, with financial assistance ranging from \$2,000 to \$200,000. FY 93 estimate is \$4,340,000.
Uses	Grants support fellowships and high-quality residencies and reading series for published writers of poetry, fiction, and creative nonfiction; performance poets; and translators. These projects must seek to: • Develop new and diverse audiences for creative writers of the highest quality, particularly those just achieving recognition. • Involve creative writers in varied programs and with varied communities. • Support literary programs in communities and populations traditionally under-served.
Agency	National Endowment for the Arts, Literature Program, Nancy Hanks Center, 1100 Pennsylvania Avenue, N.W., Washington, DC 20506, 202-682-5451.

Through the **Teachers & Writers Collaborative** based in New York City, writers work in schools to teach students to understand and appreciate the art of writing, learn the methods and motivations of creative writers, and inspire them to use writing as a means to reinvent their worlds. In support of these objectives, the National Endowment for the Art's Literature Program has awarded Creative Writing Fellowships to enable exceptionally talented published writers of poetry, fiction, and creative nonfiction to write, research, and travel. For example, fellowships have supported long-term residencies by poets in **Salmon, Idaho**. These poets have engaged students in writing and reading their own poetry for live audiences on the radio and at their local community center. In addition, these students have produced two poetry anthologies entitled **The River of No Return** and **Return to the River of No Return**.

EDUCATION

Source	<i>Arts in Education—Art Education Collaboration Initiative (Arts Plus), National Foundation on the Arts and Humanities Act of 1965, as amended, P.L. 89-209, 20 U.S.C. 951 et seq.</i>
Eligibility	Local arts organizations.
Amount	\$500,000 was awarded in FY 91 on a competitive basis to six applicants, with financial assistance ranging from \$25,000 to \$150,000 over three years. FY 93 estimate is \$7,827,000 for all Arts in Education Programs.
Uses	The Arts in Education Program is designed to encourage state and local arts agencies to develop long-term strategies to encourage and assist state educational agencies and local educational agencies to establish the arts as basic in education and to develop and implement sequential arts education programs. In general, the program funds artist residency programs, teacher training, development and implementation of curriculum and resource materials, program evaluation, student achievement assessment and testing, and arts education advocacy and research efforts. Under the auspices of the Arts in Education Program, the Arts Plus program supports the development of long-term partnerships between local arts organizations and schools to provide children with more direct arts experiences and make arts basic to education. Targeted disciplines are those that receive little or no attention in most schools—theater, opera and musical theater, and dance. Education institutions commit to include the arts in their goals, programs, daily plans, curriculum, and long range plans; arts organizations commit their own resources and expertise to the development of programs for teacher and student involvement in arts experiences.
Agency	National Endowment for the Arts, Arts in Education Program, Room 602, Nancy Hanks Center, 1100 Pennsylvania Avenue, N.W., Washington, DC 20506, 202-682-5426.

With funding from the National Endowment for the Arts, the **New York City Metropolitan Opera** has established a national training program to help elementary school teachers incorporate opera/musical theater in the curriculum. Through a series of introductory and advanced level summer workshops, teachers develop skills in writing scripts and lyrics; stage directions; music composition; vocal production; set, costume, and lighting design; and performance effectiveness. For example, two participating teachers from Cinches Elementary School in East Austin, Texas guided students in producing a bilingual opera/musical theater. Their sixth grade students, more than 80% of whom are Hispanic, wrote,...(continued)

...(continued) developed, and performed this original piece based on their own lives. Although it was a one-time effort, the process had a significant impact on the students. According to their teacher, students given the freedom to create challenge themselves to learn and to think independently. Teachers directed students via the Met's curriculum guide to help them take on important roles—as electricians, carpenters, set designers, writers, actors, and public relations specialists.—and helped them develop skills that would last a lifetime. Because half the students spoke Spanish as their primary language and the other half English, students learned valuable communication skills through the necessary translation process. The production not only helped students learn about themselves, but the students helped the community to recognize and value its own history and traditions. This particular project was supported in 1990 by a Special Project Grant from the Endowment's Arts in Education Program, which enabled the Met to broaden access to the workshop. This funding category has been expanded to become the Arts Plus initiative.

EDUCATION

Source *Arts in Education—Arts Education Partnership Grants, National Foundation on the Arts and Humanities Act of 1965, as amended, P.L. 89-209, 20 U.S.C. 951 et seq.*

Eligibility State Arts Agencies only.

Amount \$3,624,583 was awarded in FY 91 on a competitive basis to 54 applicants, with financial assistance ranging from \$18,800 to \$183,400. FY 93 estimate is \$7,827,000 for all Arts in Education Programs.

Uses **The Arts in Education Program** is designed to encourage state and local arts agencies to develop long-term strategies to encourage and assist state educational agencies and local educational agencies to establish the arts as basic in education and to develop and implement sequential arts education programs. In general, the program funds artist residency programs, teacher training, development and implementation of curriculum and resource materials, program evaluation, student achievement assessment and testing, and arts education advocacy and research efforts.

Under the auspices of the Arts in Education Program, the **Arts Education Partnership Grants** support initiatives designed to make arts a basic part of education, pre-kindergarten through 12th grade, and provide substantial arts experiences for students. Through the development of a three-to-five-year vision of arts education programming, the following programs and services may be supported:

- Partnerships among artists, educators, administrators, parents, arts organizations and agencies, and educational organizations and agencies, including artist-in-residency programs.
- Assistance towards the career development of excellent teachers and professional artists involved in education.
- Development of arts curricula and teaching materials.

Basic arts education provides all students with knowledge and skills in the arts and includes the following disciplines: literature/writing; visual art and design, including drawing, painting, sculpture, photography, crafts, architecture, landscape and interior design, product and graphic design; performing arts, including dance, music, opera-musical theater, and theater; and media art, including film, video, television, and radio.

Agency National Endowment for the Arts, Arts in Education Program, Room 602, Nancy Hanks Center, 1100 Pennsylvania Avenue, N.W., Washington, DC 20506, 202-682-5426.

At Redcliffe Elementary School in rural South Carolina, students in grades K-5 learn all of the traditional academic areas through an exploration and application of the arts—visual arts, music, dance, and drama. According to administrators, the goal of the initiative is not to create professional artists but to "develop enlightened citizens with a strong sense of themselves and their cultural heritage and an appreciation for the beauty of their world as they make connections between the body, the mind, and the spirit." For example, as part of their science classes, students retraced the footsteps of early Americans along the Savannah River. With the help of their art teacher, they created a mural depicting native fauna and flora, and this mural has become the "text" for learning about environmental habitats, animal adaptations, seasons, camouflage, and wetlands. Through music, students learn about patterns and fractions, and through drama, the elements of literature—theme, plot, and character. By studying the history and process of creating art forms, students create products that reflect their community and, according to administrators, develop pride, self-esteem, and higher-order thinking skills essential to solving classroom and daily real-life problems. As a result of this long-term initiative, Chapter 1 and compensatory students have shown significant gains and the school has received honors from the state's School Incentive Reward Program for student achievement and attendance.

Redcliffe is one of two pilot schools in the Arts in Basic Curriculum (ABC) Project, a leadership coalition of educators, artists, civic and legislative leaders, cultural and educational institutions and associations. In 1991, the South Carolina Arts Commission received a three-year \$150,000 award from the National Endowment for the Arts's Arts in Schools Basic Education Grants (Arts in Education Program) to support the ABC project. Project activities include the pilot program as well as advocacy, public relations, legislative initiatives, leadership and training institutes for educators, development of curriculum frameworks, and related research, assessment, and evaluation projects. Redcliffe also receives support for its innovative curriculum from the Greater Augusta Arts Council, the South Carolina Department of Education, and the Redcliffe Parent Teacher Organization.

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EDUCATION

Source	<i>Promotion of the Arts—State and Regional Programs, National Foundation on the Arts and the Humanities Act of 1965, as amended, P.L. 89-209, 20 U.S.C. 951 et seq.</i>
Eligibility	State arts agencies and regional arts agencies in the States and Territories as well as organizations providing support services on a national level.
Amount	\$30,840,000 (by law, 25% of Endowment funds) was distributed in FY 92 on a formula basis to 86 arts agencies, with financial assistance ranging from \$201,000 to \$771,000. Funds must be matched on a one-to-one basis. FY 93 estimate is \$33,000,000.
Uses	Multiyear plans to support a wide range of activities, including support of artists and arts organizations as well as the development arts education programs. Basic arts education provides all students with knowledge and skills in the arts and includes the following disciplines: literature/writing; visual art and design, including drawing, painting, sculpture, photography, crafts, architecture, landscape and interior design, product and graphic design; performing arts, including dance, music, opera-musical theater, and theater; and media art, including film, video, television, and radio. By law, 5% of Endowment funds are awarded competitively to state arts agencies and regional arts organizations to support projects in rural, inner-city, and other artistically underserved areas.
Agency	National Endowment for the Arts, State and Regional Programs, Nancy Hanks Center, 1100 Pennsylvania Avenue, N.W., Washington, DC 20506, 202-682-5429.

Local project. Because of tight school district budgets, the **Fuller Museum of Art in Brockton, Massachusetts** sponsors new programs every year to help students in all grade levels continue working and expressing themselves through art. These programs, supported in part by funds earmarked for education from the Massachusetts Arts Council, engages students in exploring themes integrated with the museum's current exhibitions and with the curriculum of participating schools. For example, the museum teamed up with two local elementary schools to produce an art exhibit entitled "My City, Myself—A Work in Progress." According to the museum's education director, "Architecture is everywhere, and it is art." Museum staff hosted field trips with students to learn about architecture and explore the ways cities and buildings relate to people. Using wooden panels, paint, cubes, rectangular blocks, and other materials supplied by the museum, over 500 students constructed a large-scale model city complete with roads, trees, buildings, and people.

Local project. The Challenge Room at **Derby Elementary School** in rural Vermont sought to instill a sense of values and belonging in its students by engaging them in a yearly academic project through which they could contribute to local culture. One year, students researched and documented the history of the Long Trail, the oldest long-distance hiking trail in the United States. In addition, they hiked a portion of the trail, photographing and documenting trees to sell official tree "sponsorships" to raise money to protect the trail from erosion and development. In support of this project, the Vermont Council on the Arts funded a three-day residency at the school for Margaret MacArthur, a well-known Vermont singer and scholar. During her stay, the artist presented traditional and original songs of Vermont, accompanied by music performed on a dulcimer and harp-zither. With the help of Ms. MacArthur, sixth grade students wrote an original song and ballad about the endangered Long Trail. The song, entitled "A Footpath in the Wilderness" was videotaped to inspire parents and community members to share and record their experiences on the Long Trail. Although Derby is located in one of the poorest areas of Vermont, its community-based teaching methods succeeded in raising students to high levels of academic excellence: in 1988, the prestigious American Association for State and Local History awarded the school a certificate of commendation for its outstanding contributions.

EDUCATION

Source	<i>Promotion of the Arts—Locals Program, National Foundation on the Arts and the Humanities Act of 1965, as amended, P.L. 89-209, 20 U.S.C. 951 et seq.</i>
Eligibility	State arts agencies; local arts agencies, as designated by local government, or consortia.
Amount	\$2,420,000 was awarded in FY 92 on a competitive basis to 39 applicants, with financial assistance ranging from \$10,000 to \$150,000. FY 93 estimate is \$2,063,000.
Uses	Development of a three-year program to support the arts within a city, county, or multicounty region. Programs should be designed to meet local needs identified through a community cultural plan, which solicits the involvement of various private and public sectors of the community, including the education system. Activities may include: • Making the arts a basic in K-12 grade education. • Grants to local arts organizations and artists. • Presentation of performances, exhibitions, and residencies. Basic arts education provides all students with knowledge and skills in the arts and includes the following disciplines: literature/writing; visual art and design, including drawing, painting, sculpture, photography, crafts, architecture, landscape and interior design, product and graphic design; performing arts, including dance, music, opera-musical theater, and theater; and media art, including film, video, television, and radio.
Agency	National Endowment for the Arts, Locals Program, Room 602, Nancy Hanks Center, 1100 Pennsylvania Avenue, N.W., Washington, DC 20506, 202-682-5431.

Assisted by grants from the Schenectady County Council on the Arts, the Pyramid Horizons program at **Scotia-Glenville Junior and Senior High School in New York** has engaged students for over fifteen years in studying their cultural heritage. Through an elective academic course, traditional English and art classes, and schoolwide projects, students become involved in rich and varied projects. Artists "set up shop" at the school to share their works in progress and enhance the development of student skills and abilities. Seniors and students share field trips to local art galleries and historical societies. Businesses help host a Community Gallery featuring the work of community artists ages 5-95. Through the Heritage Hotline process, students learn the art of interviewing and communicating effectively to collect and compose oral histories based on the lives of senior citizens. Intergenerational teams of students and community representatives design and create community calendars featuring portraits, histories, poetry, which transcribe the oral history of senior citizens ...(continued)

...(continued) and other members of the community. Seniors visit art and English classes over several weeks to work as a team with students to create an aesthetic product—poetry, creative stories, portraits of history, a mock trial, exhibitions. Community and business problem-solving teams pair students with community elders to study and propose creative solutions to local issues. Once a year, the school also hosts an intergenerational seminar bringing together young and old to share life experiences and values through small group discussions, games, and activities. According to teachers, students learn life-coping skills and gain a sense of continuity from the elderly who have adapted to more change than any other generation in history. Older adults find meaning and a sense of purpose for their lives that helps them transcend the inevitable losses of age—family, friends, work, and homes. With the help of a subgrant, under the National Community Service Act, the program has recently expanded to involve students with the homeless and disabled.

EDUCATION

Source	<i>Promotion of the Arts—Design Arts: Design Education Grants, National Foundation on the Arts and the Humanities Act of 1965, as amended, P.L. 89-209.</i>
Eligibility	Local and state governments, community or neighborhood organizations, colleges and universities, and independent nonprofit groups and institutions.
Amount	\$3,549,000 was awarded in FY 92 to 131 organizations, some of whom received design education awards. Design education awards typically range from \$5,000 to \$25,000 and must be matched on a one-to-one basis. FY 93 estimate is \$3,511,000 for all Design Arts Programs.
Uses	Under the auspices of the Design Arts program, Design Education Grants seek to promote citizen involvement and stewardship in the process of shaping their environment, including the design of buildings, public spaces, and products. Programs may target K-12 youth in academic or informal settings through the following: • Production of educational materials • Conferences, symposia, or workshops • Testing of new techniques and evaluation methods • Teacher training • Development of curricula integrating design with other subjects Proposals should include one or more of the design disciplines, relate to one or more subject areas, find innovative ways to integrate design into the curriculum, and create reliable means of evaluating the role of design education in improving problem-solving skills and changing attitudes towards civic design responsibility. Design education includes the disciplines of architecture, landscape architecture, urban and regional and planning, historic preservation, interior design, industrial and product design, and graphic design.
Agency	National Endowment for the Arts, Design Arts Program, Room 625, Nancy Hanks Center, 1100 Pennsylvania Avenue, N.W., Washington, DC 20506, 202-682-5437.

In 1989, two professors from the **University of Michigan** received a Design Education grant from the National Endowment for the Arts to initiate the Urban Network. The Network trains elementary school teachers to involve their students in learning about the social and physical characteristics of urban neighborhoods as part of their mathematics, science, social studies, and language arts lessons. The first part of the program focuses on helping children work with parents, teachers, and other community residents to understand the concepts involved in designing a city. The second phase involves students in applying these principles locally, through architecture, urban planning, or advocacy. For example, children have worked in partnership with architects and other community experts to design playgrounds, museum exhibits, community bulletin boards, community maps, and recycling centers. In addition, the program is intended to help students learn a variety of interpersonal skills, such as leadership, negotiation,...(continued)

...(continued) teamwork, consensus, and responsibility. Beyond individual student growth, the curriculum is intended to provide a means for mobilizing and engaging the entire school community around issues that affect the quality of everyday life. The Urban Network now involves over 100 schools and community organizations in the United States and Canada and has developed a variety of instructional materials for participating schools, including a newsletter, principal's guide, a teacher's guide, and videos.

The Neighborhood Design Center and the Baltimore Foundation for Architecture's Kids in Design Committee have teamed up to develop education programs that involve students, teachers, and community residents in rehabilitating their own public school buildings. Through the **Design Partnership for Public Schools**, students throughout **Baltimore, Maryland** are analyzing their school environment. Based on their evaluation, they design and implement changes for school improvement that make use of their problem-solving, language arts, and mathematics skills. This urban planning process is intended to promote a sense of "pride of place" that will lead to a decrease in vandalism and generate cooperation within the school and between the school and community. A grant from the National Endowment for the Arts Design Arts program supports curriculum development, while volunteer design professionals guide curriculum integration, teacher support, and community involvement.

EDUCATION

Source	<i>Promotion of the Arts—Museums, National Foundation on the Arts and the Humanities Act of 1965, as amended, P.L. 89-209, 20 U.S.C. 951 et seq.</i>
Eligibility	Museums and nonprofit institutions that perform museum functions.
Amount	\$574,100 was awarded in FY 92 on a competitive basis to 36 projects, with financial assistance ranging from \$5,000 to \$40,000 and an average award of \$15,000.
Uses	Under the auspices of the Museums program, museums may propose - • Programs that provide K-12 grade students with multivisit or in-depth learning experiences using the museum's permanent collection and/or resources. These programs should involve the development of curriculum materials that integrate the visual arts and the appreciation of the original object into classroom study. Projects must demonstrate effective collaboration between museum staff, teachers, and school administrators. • Workshops and inservice training for teachers to familiarize themselves with museum resources and the specialized skills needed to teach art appreciation of original works of art and integrate the visual arts in classroom study.
Agency	National Endowment for the Arts, Museum Program, Nancy Hanks Center, 1100 Pennsylvania Avenue, N.W., Washington, DC 20506, 202-682-5431.

The Cooper-Hewitt National Museum of Design and the New York City Chapter of the American Institute of Architects teamed up to sponsor a course called Architecture-in-the-Classroom. The course brought together educators and architects for three weekend workshops to develop design education curricula. Through keynote lectures and experiential activities, teachers were introduced to the basics of architectural design, the physical and social qualities of neighborhoods, and the role of children as advocates for change in their neighborhoods. Guided by museum staff, teams developed a vision for their programs that emphasized helping children build connections between the built/natural and school/community environments, enjoy and feel safe in their neighborhoods, and develop a sense of stewardship toward improving their communities. In keeping with their visions, teams developed curriculum lessons. They were introduced to the bibliographic materials from the museum's Design Education Resource Library, which include books, slides, journals, brochures, videos, and information on instructional strategies relating to architecture, graphic design, landscape design, urban planning, and product design. In the second phase of the program, architects will be paired with teachers to implement eight-week programs that use the neighborhood as an instructional text. Students from schools in three neighborhoods on New York's East Side will be involved in studying, designing, and improving their environments.

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The International Center of Photography in New York City was awarded a \$25,000 Museum Education Grant in 1992 from the National Endowment for the Arts to support an educational program for secondary school students in two of the city's most densely populated minority neighborhoods. The program, which is integrated into the English, social studies, and arts curriculum, involves students in exploring their community and its history and in documenting their findings through photographic studies and writings. Instruction includes visits with professional photographers, study of the history of photography, lessons in photographic techniques, and field trips to the Center and other cultural institutions. Students' work will result in an exhibition at one or more community locations.

EDUCATION

Source	<i>Promotion of the Arts—Expansion Arts (Special Projects—Arts Education Initiative), National Foundation on the Arts and the Humanities Act of 1965, as amended, P.L. 89-209, 20 U.S.C. 951.</i>
Eligibility	Professionally directed arts organizations of high artistic quality that are deeply rooted in and reflective of culturally diverse, inner-city, rural, or tribal communities. "Culturally diverse" includes groups such as African, Asian, Latin, and Native Americans or other defined ethnic groups. "Inner city" refers to organization located in an urban setting whose primary mission is to serve low-income communities. "Rural" is defined as areas of sparse population whose communities are geographically and culturally isolated and generally of low economic status.
Amount	\$6,052,000 was distributed in FY 92 to 357 organizations under all Expansion Arts programs. For the Special Projects—Arts Education Initiative, about 30 grants are awarded over a two-year period, with amounts ranging from \$10,000 to \$30,000. Funds require a 50% match. FY 93 estimate is \$5,419,000 for all programs.
Uses	Under the Expansion Arts Program, the Special Projects—Arts Education Initiative supports arts instructional activities for youth, grades pre-K through 12. Projects are not intended to develop professional skills but must be consistent and substantive, aimed at engaging, involving, and challenging participants, and put the works of art or artistic practices within a relevant cultural context. Activities may include the following formats: • Classes and workshops. • After-school, weekend, summer programs, and some in-school projects. • Artist residencies within the organization for purposes of arts education. Basic arts education provides all students with knowledge and skills in the arts and includes the following disciplines: literature/writing; visual art and design, including drawing, painting, sculpture, photography, crafts, architecture, landscape and interior design, product and graphic design; performing arts, including dance, music, opera-musical theater, and theater; and media art, including film, video, television, and radio.
Agency	National Endowment for the Arts, Expansion Arts Program, Nancy Hanks Center, 1100 Pennsylvania Avenue, N.W., Washington, DC 20506, 202-682-5443.

The Henry Street Settlement, a 100-year-old social service and arts agency on the Lower East Side of New York City, works closely with schools to provide arts instruction, professional performances, and assistance with curriculum development and special projects. Over the last five years, an Architecture and Design team has been collaborating with PS 110 to promote environmental activism. Through an interdisciplinary process that incorporates the study of local history, current events, and visual imagery, students conduct local site visits of the neighborhood, make architectural drawings and models of proposed interventions, develop budgets, and implement changes. Through this process of urban planning, students learn how to work cooperatively to study and propose solutions to problems as well as to use their mathematics, art, and technical skills in service of their own environment. Designed and implemented under the guidance of professional artists and architects, the resultant projects—murals and playgrounds—reflect the culture of the school and community.

EDUCATION

Source	<i>Promotion of the Arts—Challenge Grants, National Foundation on the Arts and the Humanities Act of 1965, as amended, P.L. 89-209, 20 U.S.C. 951 et seq.</i>
Eligibility	Arts institutions, state and local arts agencies, regional arts organizations, service organizations, and other consortia.
Amount	\$13,106,000 was awarded in FY 92 on a competitive basis to 41 applicants. Awards generally range from \$75,000 to \$1,000,000 and must be matched on a three-to-one basis. FY 93 estimate is \$13,435,000.
Uses	Implementation of projects of the highest quality that can strengthen and sustain excellence in the arts, improve access to the arts, or deepen and broaden appreciation of the arts. Although this program is not focused on improving K-12 arts education, projects may include the following: • Proposed solutions to special challenges regarding arts support/participation in underserved areas, including older and disabled persons and inner-city and culturally diverse populations. • Curriculum development, training, professional arts interpretation, outreach programs, or education programs. Projects funded in FY 91 include an arts education program designed to foster critical thinking skills among students and provide teachers with structured opportunities for research and interdisciplinary curriculum development; and a multicultural arts education program that targets high schools with large populations of at-risk students and involves them in site visits, writing, and studio art projects.
Agency	National Endowment for the Arts, Challenge Program, Room 617, Nancy Hanks Center, 1100 Pennsylvania Avenue, N.W., Washington, DC 20506, 202-682-5436.

In 1990, the Arts and Science Council of Charlotte/Mecklenburg, North Carolina received a \$1,000,000 grant from the National Endowment for the Arts' Challenge Grants program to support the establishment of an innovative arts education endowment. As part of this initiative, funds will be subgranted to support partnerships between cultural organizations and individual artists and the 107 public schools in Mecklenburg County. This financial support will substantially increase the capability of the Arts and Science Council to stimulate innovative arts education programs for over 75,000 students and teachers. Through these partnerships, artists and arts organizations will work with teachers to address needs articulated by the schools, support the curriculum, and enhance instruction through the arts.

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Source	<i>Law-Related Education Program, Elementary and Secondary Education Act of 1965, Section 1565, as amended, Public Law 100-297, 20 U.S.C. 2965.</i>
Eligibility	State educational agencies, local educational agencies, and public and nonprofit private agencies, organizations, and institutions.
Amount	\$6,000,000 was awarded in FY 92 to 8 new and 29 continuing projects, with financial assistance ranging from \$23,000 to \$475,000. FY 93 estimate is \$5,952,000.
Uses	Development and implementation of law-related education programs in the elementary and secondary schools, including the demonstration and dissemination of new approaches and techniques. Law-related education means education to equip nonlawyers with knowledge and skills pertaining to the law, the legal process, the legal system, and the fundamental principles and values on which they are based. Uses of funds include, but are not limited to, the following: • Support for new and ongoing programs in elementary and secondary schools, adult education, community organizations, and institutions of higher education to provide law-related education, to develop materials and methods, to conduct pilot and demonstration projects, and to disseminate the products of such activities. • Involvement of law-related organizations, agencies, and personnel, such as lawyers, law schools, law students, and law enforcement personnel in the provision of law-related education activities. • Youth internships for out-of-class experiences with the legal system.
Agency	U.S. Department of Education, Division of Equity and Education Excellence, Office of Elementary and Secondary Education, 400 Maryland Avenue, S.W., Washington, DC 20202-6440, 202-401-1342.

With a grant from the U.S. Department of Education's Law-Related Education program, the **Institute for Citizen Education in the Law at the University of Puget Sound School of Law (UPSICEL)** is helping middle school and high school teachers use service-learning methodology to teach key concepts of government and the law. Teachers in UPSICEL's pilot project implemented activities that enabled students to address community needs by helping them to teach each other and to develop useful products. For example, special education students at Franklin High School in Seattle became buddies with students at King County Juvenile Detention School to help ease their transition back into high school and thus improve the retention rate. In turn, the students in juvenile detention developed a pamphlet on legal rights to help more young people avoid becoming either victims or criminal offenders. Students at Mercer Island High School studied housing law and homelessness in the community and worked with Habitat for Humanity to build homes. Their work with the homeless has deepened their commitment to the community. In 1991, UPSICEL, assisted by teachers in its pilot program, hosted a summer institute to help teachers throughout the state learn about and integrate service-learning methodology into their government and law-related education classes. To disseminate these efforts, UPSICEL has produced a detailed manual and video.

EDUCATION

Source	<i>International Peace and Conflict Management—Research and Education, United States Institute of Peace Act, Title XVII of the Department of Defense Authorization Act of 1985, P.L. 98-525, 98 Stat. 2492, 2649, certified at 22 U.S.C. 4601, Section 1701.</i>
Eligibility	Public and private nonprofit organizations, institutions, and individuals, including institutions of higher education, community, and secondary education; training or research institutions; libraries; and public agencies such as state educational agencies.
Amount	\$2,028,000 was awarded in FY 92, with financial assistance averaging \$29,000. FY 93 estimate is \$1,875,000.
Uses	To strengthen the nation's capacity to promote the peaceful resolution of international conflict through research, education, training, and public information activities. Unsolicited grants are accepted for the following kinds of activities: • Curriculum development for high school through graduate study and the conduct of teacher training institutes, workshops, and seminars. • Public information efforts to enhance awareness of the complexities of peacemaking, including video and radio projects, speakers' programs, community forums, debates, and complementary materials. Though there are no disciplinary restrictions, topics of interest include international conflict resolution, diplomacy; negotiation theory; functionalism and "track two" diplomacy; methods of third-party dispute settlement; international law; international organizations and collective security; deterrence and balance of power; arms control; psychological theories about international conflict; role of nonviolence and nonviolent sanctions; moral and ethical thought about conflict and conflict resolution; and theories about relationships among political institutions, human rights, and conflict. Development of educational books, articles, teaching materials, and conference proceedings is encouraged.
Agency	Unsolicited Grant Program, United States Institute of Peace, 1550 M Street, N.W., Suite 700, Washington, DC 20005, 202-457-1700.

The Center for Teaching Peace in the District of Columbia has developed a curriculum entitled "Alternatives to Violence" to teach high school students about the methods, history, and practice of peacemaking. The semester-long course has been approved by the District of Columbia School System and implemented in several schools. Topics include the causes of war, peacemaking, nonviolence, and conflict resolution; environmental abuse; and interpersonal and societal conflict, including crime and violence in the streets, schools, homes, and media. Although community service is not a formal component of the course, students are encouraged to work with organizations such as Amnesty International and Habitat for Humanity to become both "idea-rich" and "experience-rich." Course materials include a teachers guide, a set of thirty essays, and a reading list of books on nonviolence and peacemaking. The Center has also developed an undergraduate curriculum, home study correspondence course, speaker's bureau, campus lecture program, internships program, and placement service for teachers. The Center, a private nonprofit organization, receives support from the Washington Post, Peace Development Fund, and private foundations and individuals.

EDUCATION

Source	<i>Consumer and Homemaking Education, Carl D. Perkins Vocational and Applied Technology Education Act, Title III, Part B, Public Law 101-392, 20 U.S.C., 2361-2363.</i>
Eligibility	State boards of vocational education through the state plan application. Local educational agencies and postsecondary education institutions are eligible subgrantees. One-third of state grant is reserved for economically depressed areas.
Amount	\$48,989,330 was distributed in FY 92 by formula based on state populations and per capita income, with financial assistance ranging from \$18,548 to \$6,391,356 and averaging \$671,087. FY 93 estimate is \$ 35,872,279.
Uses	Instructional program development and improvement relating to managing individual and family resources; making consumer choices, balancing work and family; improving responses to individual and family crises, including family violence and child abuse; strengthening parenting skills (especially among teenage parents); preventing teen pregnancy; assisting aged and individuals with handicaps and members of at-risk populations (including the homeless); improving individual, child, and family nutrition and wellness; conserving limited resources; understanding the impact of new technology on life and work; and applying consumer and homemaking education skills to jobs and careers. Support services and activities designed to ensure program quality and effectiveness, including demonstration of innovative and exemplary projects, community outreach to underserved populations, application of academic skills (such as reading, writing, mathematics, and science) through consumer and homemaking education programs, curriculum development, research, program evaluation, development of instructional materials, teacher education, upgrading of equipment, teacher supervision, and administration and leadership, including activities of student organizations.
Agency	U.S. Department of Education, Division of Vocational-Technical Education, Office of the Assistant Secretary for Vocational and Adult Education, 400 Maryland Avenue, S.W., Washington, DC 20202-7241, 202-205-9441 or 205-5421.

A team of teachers at **Papillion/La Vista High School in Papillion, Nebraska**, lead a one-semester course demonstrating the connections among family, community, and government. This elective social studies class covers such subjects as psychology, sociology, and the humanities, with nine weeks spent in the classroom and nine weeks volunteering. Issues such as crisis, stress, domestic violence, crime, and substance abuse are studied in "Family Problems." In "Community Problems," students learn about the functions of a community, including services and government relations. In addition, students volunteer with various community agencies for one and a half hours every day at such sites as hospitals, shelters, day care centers, and police stations. Students also keep daily journals and are given assignments to encourage reflection. In conjunction with their placements, students complete a major project in which they confront a problem and use community resources to resolve it. The curriculum also includes...(continued)

...(continued) a contemporary survival unit in which students go through a mock job hunt and learn to budget their money to pay for family expenses. The program has garnered a favorable response from the community, and there is a waiting list of agencies wishing to sponsor "internships" for student volunteers.

Under the Schools for the 21st Century program, 21 schools throughout Washington State were awarded multiyear grants to restructure the teaching and learning environment to improve school performance. As part of its restructuring plan, Shorecrest High School instituted a 60-hour community service requirement to help students gain a sense of personal responsibility and become integrated into the surrounding community. A Home and Family Life teacher is supported by vocational education funds to coordinate the program and to team teach with the 10th grade English teachers. Students select their placements through a variety of activities that are integrated into their English classes, including a Community Resource Fair, classroom presentations, assessment of careers and personal interests, and visits with local agencies. In addition, students read literature that reinforces the theme of community service through portrayals of the dimensions of family and community interaction. Although community service is performed outside of the school day, completion of community service assignments—journal writing, interest surveys, discussions, and reports about experiences—accounts for 20% of the English grade. By connecting students with the community, the school is striving to meet its restructuring goal of increased multicultural awareness towards individuals, the community, the Pacific Rim, and the world.

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EDUCATION

Mathematics, Science, and Technology

Source *Eisenhower Mathematics and Science Education—State Grants, Elementary and Secondary Education Act of 1965, Title II, Part A; Dwight D. Eisenhower Mathematics and Science Education, Act of 1988, Section 2102, 20 U.S.C. 2992; Excellence in Mathematics, Science, and Engineering Education Act of 1990, Section 205, 20 U.S.C. 2994.*

Eligibility State educational agencies (SEAs), state agencies for higher education (SAHEs), the Bureau of Indian Affairs, and the Territories. Local educational agencies (LEAs) receive formula grants directly from SEAs. Institutions of higher education (IHEs) apply to SAHEs.

Amount \$196,951,00 was distributed in FY 92 by formula based on the state's relative share of the total school-age population. Financial assistance ranged from \$999,000 to \$20,496,000. The average award was \$3,843,371—\$2,882,798 to SEAs and \$960,932 to SAHEs. FY 93 estimate is \$289,065,000.

Uses To strengthen the skills of teachers and improve the quality of instruction in mathematics and science. 75% of funds go to SEAs for elementary and secondary education programs, and 25% to SAHEs for higher education programs.

Elementary and Secondary Education Programs. 90% of SEA funds are distributed by formula to local school districts. LEAs may use their funds for:

- Inservice, preservice, and retraining of appropriate educational personnel in the field of mathematics and science.
- Recruitment or retraining of minority teachers to become mathematics and science teachers.
- Training in, and instructional use of, telecommunications technologies as part of a mathematics and science program.
- Integrating higher-order thinking skills into the curriculum.
- Providing mini-grants for individual teachers to improve their teaching ability and improve their instructional materials.

State Leadership Activities. SEAs must use at least 5% of the funds for demonstration and exemplary programs for: teacher training and retraining, instructional materials and equipment, special projects for the historically underserved and underrepresented groups and for gifted and talented students, and dissemination. Up to 5% may be used for administration, assessment, and technical assistance.

Higher Education Programs. Up to 5% of a SAHE's grant is to be used for administration, evaluation, and assessment. 95% of SAHE funds support competitive awards to IHEs or cooperative projects between IHEs and other organizations. IHEs may conduct such activities as the following:

- Traineeship programs for new secondary school mathematics and science teachers.

EDUCATION

- Retraining of secondary school teachers within and across the fields of mathematics and science.
- Retraining of secondary school teachers who teach other disciplines to teach mathematics and science.
- Inservice training for appropriate education personnel.
- Participation of teachers in National Science Foundation institutes.
- Programs that directly benefit underserved students.

Any awards made to cooperative programs may be used for the development and dissemination of projects designed to improve student understanding and performance in mathematics and science. Major initiatives supported by the Eisenhower program include the following:

- Development and implementation of long-range state and districtwide plans for teacher improvement in mathematics and science.
- Programs to increase teacher knowledge in the content areas of mathematics and science.
- Programs to improve instructional strategies.
- Dissemination of successful programs and practices in mathematics and science.
- Use of technology to enhance instruction.
- Programs to promote greater access of underserved and underrepresented populations to mathematics and science services careers.
- Increased teacher participation in mathematics and science professional organizations.

Agency

U.S. Department of Education, Office of Elementary and Secondary Education, School Improvement Programs, Division of Formula Grants, 202-401-0841.

Through a \$119,997 Eisenhower grant from the state department of education, the **New Jersey Marine Sciences Consortium** and the **Raritan River Education Consortium** are leading professional development activities for elementary and secondary school teachers in the area of environmental education. During training workshops, teachers gain an awareness of the historical and conservation issues related to the Raritan River. Through boating activities and field trips, they learn the principles and practices of sampling for aquatic organisms and water quality data. Committees meet on a monthly basis to develop curriculum materials, which include educational activities in the areas of fresh water and salt water ecology, geology, and history/social issues. Through the consortium...(continued)

...(continued) teachers are developing strategies for generating further interest among their colleagues to create a comprehensive monitoring system along the Raritan River and Estuary. Through the monitoring process, participating teachers and their students will collect general water-quality data and compile information on biotic resources within the system.

Through an initiative entitled Food Works: The Common Roots Program, the **Vermont Department of Education** is providing a framework for reinventing schools—as agricultural demonstration and ecological research centers that will benefit the entire community. This K-6 integrated science program provides opportunities for students, parents, and community members to explore and recreate their common roots of local heritage, agriculture, and ecology. In general, students profile the community and the requirements for living and adapting to their particular environment. As a "living curriculum," the educational process is developmental and organic: projects differ for each grade according to a theme and the geographic region and are guided by student inquiry. Major components of each theme include research, experiments, and presentations, as well as opportunities for students to channel their concerns about the earth through positive social action. For example, under the historical theme, students study agriculture across time and place—the agricultural history of their region, Native American gardens, and the sustainable gardens of the future. In this stage, students grow gardens comprised of native plants and donate the food from these gardens to the community. In their study of waterways, students clean rivers. In their study of forestry, students plant seedlings in the community.

To enhance these social actions, participating schools are connected through a telecommunications and technology network that enables them to share data collected on environmental indicators. In the future, schools will collaborate with a higher education consortium to develop the Vermont Institute for Integrated Education, which will focus on preservice and inservice teacher training. The program is supported by state grants from the U.S. Department of Education's Eisenhower Mathematics and Science program.

EDUCATION

Source	<i>Dwight D. Eisenhower National Program for Mathematics and Science Education, Elementary and Secondary Education Act of 1965, Title II, Part A; Dwight D. Eisenhower Mathematics and Science Education Act of 1988, Section 2012, 20 U.S.C. 2992; Excellence in Mathematics, Science, and Engineering Education Act of 1990, Section 205, 20 U.S.C. 2994.</i>
Eligibility	State educational agencies and local educational agencies, institutions of higher education, and nonprofit organizations, including museums; libraries; educational television stations; and professional science, mathematics, and engineering societies and associations. Individual schools are not eligible.
Amount	\$16,000,000 was awarded in FY 92 under the National Program and \$12,000,000 for Regional Consortiums (awards range from \$150,000 to \$1,000,000). FY 93 estimate is \$15,872,000 for National Programs and \$13,590,000 for Regional Consortiums.
Uses	Innovative projects of national significance that improve public and private elementary and secondary school mathematics and science instruction and that: • Are designed to improve the skills of teachers and the quality of instruction, in districtwide restructuring initiatives; model inservice and retraining programs; and development of state curriculum frameworks. • Establish regional consortiums to disseminate exemplary instructional materials. • Provide technical assistance regarding teaching methods and assessment tools.
Agency	U.S. Department of Education, Office of Educational Research and Improvement, Programs for the Improvement of Practice, Washington DC 20208-5643, 202-219-2187.

Across the country, science museums are cooperating with local school districts, state education agencies, and universities to provide inservice and preservice training for teachers. Through experiential training techniques like internships and inquiry-based, hands-on science lessons, teachers are not only learning science "the way science should be taught" but developing and practicing a new pedagogical repertoire. To expand these efforts, the Eisenhower National Program sponsored a meeting in 1992 with over 30 curators of museums across the country to discuss their role in improving math and science education. One such reform is the **San Francisco Unified's Science Leadership Project**, a districtwide initiative funded under the U.S. Department of Education's FIRST program to change the way science is taught at the elementary school level. Through intensive teacher training, every teacher will be able to deliver hands-on, inquiry-based learning and discovery in science in accordance with the California Science Framework. The district will also establish a network of Science Lead Teachers who will serve as interns with the Exploratorium. During this apprenticeship, teachers will learn the art of workshop planning, curriculum development, classroom...(continued)

...(continued) coaching, school site planning, and team building. As interns, they will work cooperatively with museum staff scientists, exhibit builders, artists, and science educators to plan and implement many unique scientific and educational experiences at the Exploratorium and in the school district. Project directors will meet with interns regularly to provide direction and advice. Through this experience, teachers will participate in the ongoing process of integrating inquiry-based activities into science instruction.

EDUCATION

Source	<i>Materials Development, Research, and Informal Science Education, National Science Foundation Act of 1950, as amended, 42 U.S.C. 1861 et seq.</i>
Eligibility	Any institution or organization with a scientific or educational mission, including institutions of higher education, professional societies, museums, foundations, and industries.
Amount	\$441,536,000 was awarded in FY 92 on a competitive basis to 2,475 projects throughout all six divisions in the National Science Foundation's Education and Human Resources Directorate. Financial assistance ranged from \$7,500 to \$2,000,000. FY 93 estimate is \$487,500,000.
Uses	Project grants designed to provide new and improved materials and strategies that can help to increase the quality of, and continuously renew, the nation's educational resources in mathematics, science, and technology. Research and development projects are funded in the following areas.

Informal Science Education Program supports projects that involve or provide youth with rich and stimulating learning activities related to school curricula. These projects may seek to develop general literacy and problem-solving skills and increase student understanding of the relationship of mathematics, science, and technology to everyday life and potential careers. Projects may include, but are not limited to, the following categories:

- **Broadcasting projects** in television, radio, and print that seek to consolidate and extend the impact of core program series, provide outstanding new programming for public, commercial, and cable outlets, and develop alternative formats for reaching new and larger audiences.
- **Museum projects** that focus on developing new strategies for interactive exhibits at natural history museums, zoos and aquariums, botanical gardens and arboreta, and nature centers.
- **Community activity projects** that seek to expand and improve the science content of recreational learning in after-school activities sponsored by youth-serving organizations, especially those that target women, minorities, persons with disabilities, and talented youth in the 4-14-year-old age group.

Instructional Materials Development Program supports the development of strategies and materials that seek to improve K-12 instruction for all students, including projects that focus on broad curriculum reform, a single instructional level, interdisciplinary curricula, and materials for students or teachers. Projects should promote positive student attitudes and learning outcomes, allow for changes in instructional approaches, and be suitable for widespread dissemination. In addition, proposed materials should exhibit the following characteristics:

- Up-to-date content reflected in national standards and curriculum frameworks.
- Grounding in the most recent research related to learning, thinking, and teaching.

EDUCATION

- Active involvement of students and teachers in investigations and experiments that lead to shared common understandings of core concepts and principles.
- Development of critical thinking and problem-solving skills.
- Emphasis on depth, not breadth, of study.
- Development of students' communication skills.
- Connections within and among mathematics, science, technology, and other areas.
- Appropriate student assessment strategies.
- Incorporation of advanced learning technologies.

The Program also invites proposals that develop innovative student assessment procedures, comprehensive mathematics curricula for all students, and practical problem-solving experiences through technology education.

Research in Teaching and Learning Program supports basic and applied research on the factors that underlie effective learning and teaching of mathematics, technology, and science at all levels to inform teachers, teacher educators, policymakers, administrators, parents, and other researchers. Projects may explore, among other areas, alternative methods of assessing student learning; factors that influence student interest, participation, achievement, motivation, and career choices; and the effects and significance of the nature and quality of laboratory experiences.

Agency

National Science Foundation, Materials Development, Research, and Informal Science Education, Education and Human Resources, Room 516, 1800 G Street, N.W., Washington, DC 20550, 202-357-7557.

Through the Illinois Rivers Project based at **Southern Illinois University, Edwardsville**, teachers in over 180 high schools coordinate the interdisciplinary, hands-on study of the Mississippi River. Teams of science, social studies, and English teachers engage their students in producing scientific data, researching social and cultural information, and taking social action to solve problems on their sections of the river. Teams conduct water quality tests and share their results via SOILED NET, the project's telecommunications system, with participating schools along the river and its tributaries in **Illinois, Iowa, Indiana, and Minnesota**, as well as with the U.S. Fish and Wildlife Service, the Illinois Environmental Protection Agency, and the U.S. Geological Survey. Based on their findings, participating schools develop creative writing pieces, interviews, essays, and reports for an annual publication, **Meanderings**, which is edited and printed by the Illinois Department of Energy and Natural Resources. ...(continued)

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The project began as a pilot in 1990 funded by the Illinois State Board of Education's Scientific Literacy Grants Program. Through a grant from the National Science Foundation, the project hosts an annual River Curriculum Training Session for teachers who want to engage their students in a more intensive study of the river. Teams of project teachers developed curriculum units in five disciplines—chemistry, biology, earth science, geography, and language arts—which are piloted by teachers in the training sessions.

This ongoing project has led to significant improvements in environmental quality. In 1990, for example, participating students at Jerseyville Community High School in Elsah, Illinois, found high fecal coliform readings at a nearby creek. Students summarized their findings and presented them to local residents, the Elsah city council, the Jersey County Health Department, state and U.S. senators, and the Environmental Protection Agency. As a result, the town was required to bring their sewage treatment up to standard.

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EDUCATION

Source *Teacher Preparation and Enhancement, National Science Foundation Act of 1950, as amended, 42 U.S.C. 1861 et seq.*

Eligibility Public and private institutions of higher education, state educational agencies and local educational agencies, private nonprofit organizations, professional societies, science academies and centers, and other institutions with an educational mission.

Amount \$441,536,000 was awarded in FY 92 on a competitive basis to 2,475 projects throughout all six divisions in the National Science Foundation's Education and Human Resources Directorate. Financial assistance ranged from \$7,500 to \$2,000,000. FY 93 estimate is \$487,500,000.

Uses Teacher Preparation Program supports the development of innovative successful, and productive teacher education programs that prepare K-12 mathematics and science teachers through the following activities:

- Development of **Teacher Preparation Degree Programs** that go beyond routine curricular revisions and prepare teachers with a strong foundation in content; the use of many and varied instructional strategies; use of advanced technologies; understanding of new forms of assessment; and knowledge of the research base for effective teaching and learning.
- **Materials for Teacher Preparation** that improve subject matter, competence and pedagogical expertise, including use of interdisciplinary teaching and hands-on experiences, inquiry-based learning, and problem-solving activities.
- Development of graduate-level programs to prepare **Mathematics and Science Educators** for university- or school-related careers.
- **Conferences and Workshops** that address the broad principles of teacher preparation, assist in disseminating the results of teacher preparation projects, and determine future needs and directions of teacher preparation programs.
- **Planning Grants** to support the development of high-quality proposals for teacher preparation activities, especially those that propose comprehensive and systemic reform.

Teacher Enhancement Program supports projects to improve, broaden, and deepen the mathematical, scientific, and technological knowledge of teachers. These projects may provide additional education in both content and instructional strategies, involve teachers in educational research and development, link with business and industry, and conduct activities that use the same instructional strategies that teachers will apply to the education of their students. Projects may undertake, but are not limited to, the following formats:

- **Leadership Institutes** to build a large cadre of teachers or teams (university faculty, museum personnel, business, teachers, administrators, and parents) to lead improvement in the teaching of mathematics and science in the schools. Activities may focus on curriculum development, instructional strategies, systemic change, and sustained inservice.
- **Teacher Institutes** to support the intensive study of subject matter and pedagogical content leading to advanced degrees and mentoring roles.

- Institutes for **Science and Mathematics Educators** at the state and local level to pursue intensive study of content and research on teaching and learning.
- **Planning Grants** to support the development of high-quality proposals for Teacher Enhancement Inservice activities, especially those that propose large scale leadership and systemic change activities.
- **Professional Development Materials** specifically for teacher inservice activities, including those that assist teachers in becoming researchers in their own classrooms; reflect current research in teaching and learning; promote effective instructional strategies; and model the use of hands-on experiences, inquiry-based learning, and problem-solving activities.
- **Conferences** that bring experienced professionals together to discuss recent research and practices and introduce others to these ideas.
- **Dissemination** activities to help implement effective inservice training models and materials.

Science and Mathematics Education Networks Program supports groups organized at the state or national level to share information, resources, and/or talent for the following purposes:

- **Major Reform Initiatives** that promote consensus building, coordination and collaboration, and the exchange of ideas related to the implementation of national education reform movements.
- **Leadership Networks** among leaders of various groups that target narrow areas of educational change and often use the "trainer of trainers" model to broaden the network.
- **Dissemination Networks** for a national audience on exemplary models, instructional materials, assessment information, and research findings.
- **Targeted Networks** that focus on a narrow constituency or topic to bring about significant changes in the educational process.
- **Conferences** to support established networks or the beginning of new networks, including post-conference activities.

Presidential Awards for Excellence in Science and Mathematics Teaching recognizes exemplary K-12 mathematics and science teachers and establishes a network to foster professional leadership and excellence. Each award is accompanied by a \$7,500 grant to be used at the teacher's discretion to improve mathematics and science instruction at the home institution.

Private Sector Partnerships Program supports projects that establish School/Industry-Business Alliances that work collectively to analyze needs, develop strategies, and undertake specific activities to improve the quality of mathematics and science education in the schools.

Statewide Systemic Initiative Program supports the complete and thorough revision of science and mathematics education within a state. Projects should seek to forge statewide alliances between government, education, and the private sector and serve as a catalyst for lasting change and improvement. The Governor or designee may submit a proposal. Since 1991, the following states have received awards of up to \$10,000,000 over five years: Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Kentucky, Louisiana, Maine, Massachusetts, Michigan, Montana, Nebraska, New Jersey, New Mexico, New York, North Carolina, Ohio, Rhode Island, South Carolina, South Dakota, Texas, Vermont, and Virginia.

Agency

National Science Foundation, Division of Teacher Preparation and Enhancement, Education and Human Resources, Room 516, 1800 G Street, N.W., Washington, DC 20550, 202-357-7557.

Through a grant from the National Science Foundation's Teacher Enhancement Program, the **Social Science Education Consortium** and the **University of Colorado Science Discovery Program** are sponsoring a three-year leadership development program. This program will assist school districts in implementing an interdisciplinary community-based approach to teaching science and social studies at the middle grade level. This approach will embody the principle of "learner as doer"—students will develop higher-order thinking skills and apply subject matter to identifiable and significant community concerns. Through a summer institute, school district teams will articulate connections between subject matter content and service-learning methodology, learn about effective service-learning programs through case studies and direct involvement, and develop their own service-learning components tailored to their community. In addition to professional project staff, six master teachers, scientists, engineers, and leaders in service learning and middle school education will work with participants during the summer institute.

In the following school year, teams will implement service-learning projects in their classroom and present an awareness-level workshop on community action/service learning and the middle school curriculum for other teachers in their districts. After a two-year cycle, participating teachers will facilitate more intensive training for their districts. Participants from the nine selected teams, each consisting of two science and two social studies teachers as well as one administrator, receive a stipend and the costs of transportation, housing, meals, and materials. Participating school districts contribute release time for training and follow-up activities.

EDUCATION

Source	<i>Human Resource Development, National Science Foundation Act of 1950, as amended, 42 U.S.C. 1861 et seq.</i>
Eligibility	Academic institutions and nonprofit organizations.
Amount	\$441,536,000 was awarded in FY 92 on a competitive basis to 2,475 projects throughout all six divisions in the National Science Foundation's Education and Human Resources Directorate. Up to \$1,000,000 over five years may be requested under the Comprehensive Regional Centers for Minorities Program.
Uses	<u>Comprehensive Regional Centers for Minorities Program</u> supports the establishment of coalitions of institutions higher education, school districts, and other organizations that are designed to substantively improve the precollege experiences of minority students in science and mathematics. Projects are designed to stimulate systemic improvement in precollege education in regions with significant minority populations in a way that results in an increase in the number of minority high school students with strong interest, confidence, and skills to pursue further study in science and engineering.
Agency	National Science Foundation, Minority Programs Section, Division of Human Resource Development, Education and Human Resources, Room 516, 1800 G Street, N.W., Washington, DC 20550, 202-357-7557.

To meet the city's great health care needs and improve student attitudes toward high school, the **Baylor College of Medicine** and the **Houston Independent School District** designed the first **High School for Health Professions** in 1972. This four-year college preparatory program combines the required curriculum of mathematics, English, science, and social studies with a career ladder approach that allows students to provide increasingly sophisticated levels of health care to the community. Freshman begin with an overview of the health care system—history of medicine, medical ethics, and preventive medicine. As sophomores, students investigate careers and prepare to work as nursing assistants. In the junior year, students explore health care techniques in three units of study: patient care, medical laboratory, and dental assistance. In the first half of the quarter, they work on academic and vocational skills development; and in the second half, they work at any of a variety of health care facilities in the Texas Medical Center. In the patient care practicum, for example, students become members of a hospital unit, assume their own patient load, and master 16 different skills, including checking vital signs, giving catheter care, relating information on patient conditions to nursing staff, and assisting in preoperative preparation. As seniors, students take advanced science classes, operate a medical laboratory, and work for twelve weeks at the Texas Medical Center in their professional area of interest. Throughout their education, students also act as health care resources in their own neighborhoods while they contribute their skills to short-term efforts—free screenings, immunization programs, fund-raising campaigns, and crisis hotlines. ...(continued)

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The school, which enrolls over 750 students, provides preparation for almost all of the 200 allied health professions. Over 95% of its students go on to college. As "the best racially and economically integrated school in Houston," it is 46% black, 18% Hispanic, 25% Asian, and 10% white. Staff proudly report no drug problems, no teenage pregnancy, and no racial incidents. The high school, which serves as a model for similar programs in Florida, the District of Columbia, and Texas, has been selected by the National Science Foundation, the Robert Wood Johnson Foundation, and the Rockefeller Foundation to pilot special programs to increase minority representation in medicine and science.

EDUCATION

Source	Minority Science Improvement Program (MSIP) , Higher Education Act of 1965, Title X, Part B, Subpart 1, as amended, P.L. 89-329 and 99-498, and 102-325, 100 Stat. 1561, 20 U.S.C. 1135b, 1135, 1135d.
Eligibility	Public and private accredited two- and four-year institutions of higher education whose enrollments are predominantly (50% or more) Native American, black, Hispanic, and/or Pacific Islander; professional scientific societies; and all nonprofit, accredited colleges and universities that will render needed services to MSIP eligible institutions.
Amount	\$6,000,000 was awarded in FY 92, with financial assistance ranging from \$19,500 to \$467,256. The average award is \$254,124 for Institutional Projects, \$448,400 for Cooperative Projects, \$19,500 for Design Projects, and \$55,431 for Special Projects. FY 93 estimate is \$5,892,000.
Uses	To improve access for precollege minority students to careers in physical and social science and engineering. Activities are conducted through enrichment programs at eligible colleges and universities.
Agency	U.S. Department of Education, Division of Higher Education Incentive Programs, Office of Postsecondary Education, Washington, DC 20202-5251, 202-708-4662.

The **American Indian Science and Engineering Society (AISES)** works with Indian students to prepare them to become not only professional scientists and engineers but technologically informed, self-reliant, and self-determined leaders of society. Beginning in the 7th grade, students may join local chapters at their school that sponsor a variety of learning activities—hands-on experiences, opportunities tutoring other students, leadership-skill training, and science projects. Many of the science projects designed by students include a service orientation whereby students make a contribution to the Indian community. During the summer, students may participate in regional programs at colleges and universities that offer a 2- to 4-week mathematics and science enrichment.. In addition, AISES conducts training institutes to help teachers improve science content and methodology, develop curriculum, and integrate science activities with the Indian culture. Every year, AISES hosts a national conference bringing together over 1,000 Indian and non-Indian students and professionals from corporations, government agencies, and colleges and universities. Through this conference, students receive information and counseling on college admissions and develop mentoring relationships with professionals. AISES also sponsors a scholarship program, career placement service, and a quarterly magazine highlighting educational opportunities and successful Indian professionals.

EDUCATION

Source	<i>NIH Science Education Partnership Award (NIH, SEPA), Titles III and IV, Part A and IV as amended, P.L. 79-410 and P.L. 99-158; 42 U.S.C. 241 and 285, as amended</i>
Eligibility	Public and private for-profit and nonprofit institutions, including state educational agencies, local educational agencies, other federal agencies, institutions of higher education, school systems, professional societies, hospitals, museums, and foundations.
Amount	\$1,892,752 was awarded in FY 92 on a competitive basis to 12 projects, with financial assistance ranging from \$60,000 to \$377,000. FY 93 estimate is \$3,381,000.
Uses	Projects designed to link scientists with educators and community organizations to foster excitement about the health sciences among young people and the public, especially K-12 students. Programs for school children are expected to convey the scientific process in a way that makes science fun and interesting for students and captures their enthusiasm. Preference is given to projects that are innovative, have potential for widespread dissemination, and build on existing science education programs.
Agency	U.S. Department of Health and Human Services, NIH SEPA Program, National Center for Research Resources, National Institutes of Health, Public Health Service, Westwood Building, Room 10A11, 5333 Westbard Avenue, Bethesda, MD 20892, 301-496-6743 -or -Office of Grants and Contract Management, National Center for Research Resources, National Institutes of Health, Public Health Service, Westwood Building, Room 853, 5333 Westbard Avenue, Bethesda, MD 20892, 301-496-9840.

In 1991, the **University of Southern California (USC) School of Medicine** received a Science Education Partnership award from the U.S. Department of Health and Human Services to help the **Francisco Bravo Medical Magnet High School in Los Angeles** expand its program. The initiative enables this largely minority urban school to not only increase its students' scientific literacy and their desire to enter the health professions, but to heighten students' awareness of the importance of biomedical research to the inner-city community. Specifically, the grant has enabled faculty to develop curriculum and implement innovative teaching practices. Microbiology, for example, is team taught by both English and biology teachers. Associate professors from USC serve as mentors for students in biomedicine classes. Through volunteer work at local hospitals, laboratory jobs, and summer research internships, students are exploring such topics as AIDS, Alzheimer's disease, inherited genetic disorders, molecular biology and epidemiology of cancer, and sickle cell disease. To further students' education, the grant also provides college scholarship funds.

EDUCATION

Source	<i>Environmental Education Grants, Section 6, National Environmental Education Act, P.L. 101-619.</i>
Eligibility	State educational agencies, local educational agencies, institutions of higher education, environmental agencies, nonprofit organizations, and noncommercial educational broadcasting entities.
Amount	\$2,500,000 was awarded in FY 92 on a competitive basis to 222 projects, with financial assistance ranging from \$5,000 to \$250,000. 25% of all funds are reserved for "grassroots" grants of \$5,000 or less. Funds require a 25% match. FY 93 estimate is \$2,500,000.
Uses	To enhance environmental teaching skills and curricula; to create partnerships and promote teamwork to improve environmental education; and to help the public make informed decisions about the environment. Activities may include the following: • Design, demonstration, or dissemination of environmental curricula and resources. • Design and demonstration of field methods, practices, and techniques, including assessment and analysis of environmental problems, conditions, or pollution. • Projects to understand and assess a specific environmental issue or problem. • Training for education personnel in a specific geographic area or region. • Projects to foster cooperation among the United States, Canada, and Mexico in addressing environmental issues.
Agency	Environmental Protection Agency, Office of Environmental Education, A-107, 401 M Street, S W., Washington, DC 20460, 202-260-3335.

Training and Technical Assistance. The Environmental Protection Agency awarded Environmental Education Grants for the following capacity-building activities.

The **Arizona Department of Environmental Quality** is establishing an Educators' Academy to focus on statewide environmental issues, such as water pollution, hazardous waste dumping, and riparian preservation. Through the development of curriculum resources and regional networks, the Academy will help teachers introduce environmental activities and effective instructional methods.

The **University of Hawaii** is sponsoring a summer workshop to help teachers learn about marine pollution. Following training, they will lead students in an oceanography laboratory course covering the history of pollution in Pearl Harbor as well as the collection and analysis of water quality data. ...(continued)

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Through a project called Ecological-Citizenship, the **Chicago Academy of Sciences** is developing a model interdisciplinary curriculum that involves students, teachers, parents, and community members in a hands-on exploration of environmental and science issues that affect urban communities.

New Mexico State University is expanding a network of high schools to monitor the Rio Grande on both sides of the border. Activities include curriculum development, investigation of specific water-quality concerns, and partnerships with citizen-monitoring groups and Mexican educators.

School Projects. Schools and community-based organizations were awarded "grassroots" Environmental Education Grants from the Environmental Protection Agency to integrate environmental education and science activities into the academic curriculum. These projects covered a wide range of environmental issues.

Networking. Students at **Lathrop High School** in **Fairbanks, Alaska**, are creating EcoNet, an environmental computer bulletin board to communicate with peers across the country, share information on local environmental efforts, and conduct joint projects.

Endangered Species. The **National Audubon Society** in **Tiburon, California**, is encouraging schools to develop a plan to save a local threatened plant or animal species.

Water. High school students in **Climax Springs, Missouri**, are monitoring a creek and watershed in the Climax Springs Cave system.

Soil. **Westport Senior High School** in **Kansas City, Missouri**, is testing methods to analyze the soil content of its urban environment.

Wildlife Habitat. Sixth graders at **Bozeman Public Schools** in **Montana** are conducting a habitat analysis of the Yellowstone ecosystem. The **Oregon School for the Blind** is working with the State Fish and Wild Life Department to improve the fish habitat of a local stream.

Air Quality. The **Harris Center for Conservation Education** in **Hancock, New Hampshire**, is training high school students and teachers to monitor and analyze the ambient air quality of the Monandnock Region.

Beautification. Students at **Carbon County School District #2** in **Saratoga, Wyoming**, are building a greenhouse to study and care for plants that grow well in xeriscape landscaping.

EDUCATION

Source	<i>Natural Resource Conservation Education.</i>
Eligibility	States, local forestry offices, local educational agencies, or schools, depending on geographic region.
Amount	\$2,000,000 was available for FY 93. Funds may require matching funds or in-kind contributions.
Uses	Programs for preschoolers, youth, and adults that foster their awareness of nature and natural resources and seek to improve their sense of conservation responsibility. Projects should work cooperatively with state or federal forestry staff. Activities may include natural resource workshops for teachers, instructional programs in schools, or updating of current resource education information.
Agency	U.S. Department of Agriculture, Natural Resource Conservation Education Program, Forest Service, P.O. Box 96090, Second Floor, N.W. Wing, Washington, DC 20090-6090, 202-205-1545. Grants are administered locally through the regional offices of the U.S. Forest Service. Deadlines, eligibility, and standards will vary by region.

The U.S. Forest Service will pilot Commencement 2000 at the **Castlemont High School Environmental and Natural Resource Academy** and its feeders schools in **Oakland, California**. Over 1,300 children and youth are learning about careers in natural resource management through age-appropriate natural science curricula and shadowing opportunities. Through the Each One, Teach One volunteer service program, older students are mentoring younger students and working together on such urban renewal efforts as tree planting and the creation of mini-parks and community gardens. Graduate students at the University of California, Berkeley's College of Natural Resources train Merritt Community College students to serve as interns at Castlemont High School. This project is assisted by a \$40,000 Serve-America subgrant under the National and Community Service Act, as well as partnerships with the Pacific Southwest Experiment Station, East Bay Municipal Utilities, the MacArthur Boulevard Merchant's Association, and the California Department of Forestry's Project Learning Tree.

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EDUCATION

Source	<i>The Secretary's Fund for Innovation in Education (FIE), Elementary and Secondary Education Act of 1965, Title IV, Part F, 20 U.S.C. 3151-3157.</i>
Eligibility	State educational agencies (SEAs), local educational agencies (LEAs), institutions of higher education (IHEs), and other public and private agencies and organizations.
Amount	\$24,000,000 was awarded in FY 92 on a competitive basis to 26 new and 44 continuing projects. Financial assistance ranges from \$50,000 to \$500,000. FY 93 estimate is \$23,662,000.
Uses	Programs and projects that show promise of identifying and disseminating innovative educational approaches at the preschool, elementary, and secondary school levels. Activities may be carried out directly by SEAs, LEAs, or IHEs, or through grants and contracts with other public and private agencies, organizations, and institutions.

Technology Education

- Programs and projects to assist in the training of public and private elementary and secondary school teachers, administrators, and other educational personnel in the coordination of television programming, radio programming, telecommunications programs, or video resources with the school curriculum.
- Educational television, radio, telecommunications or video resources programs or projects that promote a partnership between elementary and secondary schools, parents, SEAs, IHEs, or the community.

Comprehensive school health education, which includes personal health and fitness, nutrition, mental and emotional health, prevention of chronic diseases, substance use and abuse, accident prevention and safety, development and aging, community and environmental health, prevention and control of communicable diseases, and effective use of the health service delivery system. Project activities may include:

- Exploration and solutions to problems via focus groups and national forums.
- Development of training programs for education personnel.
- Development, demonstration, and assessment of comprehensive school health education program models.
- Technical assistance and dissemination of information to schools related to comprehensive health education and health-related problems.
- Collaboration and coordination with health-related programs in federal agencies, state and local education agencies, institutions of higher education, and other organizations.
- Development of an annual report on the national status and progress of school health education.

Agency

U.S. Department of Education, Fund for the Improvement and Reform of Schools and Teaching, Office of Educational Research and Improvement, 555 New Jersey Avenue, N.W., Washington, DC 20208-5524, 202-219-1496.

Technology. Sixth-grade students at Jackson School in Selma, California, create "Kids Production," a 10-15-minute professional radio news program that seeks to increase public awareness about the environment. Through a synthesis of ecology studies and field research, these secondary school students have tackled such environmental issues as tire dumping, automobile smog checks, airport noise, dump closures, recycling, and organic farming. Valley Public Radio KVPR produces and broadcasts the finished product and provides the class with technical assistance on form, content, delivery, interviewing techniques, recording procedures, and editing.. The radio station is a class requirement for the sixth graders. Their research and writing combines all the subjects of health education, history, science, and English required at their grade level. Two or three times per year, the class broadcasts on **From a Shorter Point of View**, a longer feature show via National Public Radio. Due to overwhelming student interest, the class is now trying to build a working radio station in the classroom.

Comprehensive School Health Education. The Nocona Independent School District in Nocona, Texas, is developing a comprehensive health education curriculum that integrates service-learning activities. The course, which will be required of all high school freshmen, seeks to help students understand that personal health is reflected in the community's health. Students study community problems, design and implement interventions, and reflect on their actions to determine the impact on their peers, themselves, and their community. Through these problem-solving activities, students enhance both their own health and the wellness of the community. High school sophomores, juniors, and out-of-school youth participate in health promotion activities via an elective course. Through a Serve-America subgrant under the National and Community Service Act, the school district is developing training modules and handbooks, conducting an evaluation with a comparison group, and facilitating the replication of the model in other districts throughout the state.

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EDUCATION

Partnerships

Source	<i>Educational Partnerships Program, Educational Partnerships Act of 1988, Title VI, Subtitle A; Omnibus Trade and Competitiveness Act of 1988, Title IV, Subtitle A, Chapter 5, Public Law 100-418, 20 U.S.C. 5031-5039.</i>
Eligibility	Eligible partnerships consisting of local educational agencies or institutions of higher education, or both, and one or more organizations from the private sector, such as a business, community-based organization, private nonprofit organization, museum, library, media, or state agency.
Amount	\$4,228,000 was awarded in FY 92, with financial assistance ranging from \$290,689 to \$400,000. Projects may receive funding for up to four years. Funds require a 10% match the first year, 25% the second. FY 93 estimate is \$4,136,000.
Uses	Creation of alliances to: • Apply the resources of the private and nonprofit sectors of the community to the needs of the schools or institutions of higher education in that community to encourage excellence in education. • Encourage business to work with educationally disadvantaged students and with gifted students. • Apply the resources of communities for the improvement of education including vocational education. • Enrich the career awareness of secondary or postsecondary students through exposure to the work of the private sector.
Agency	U.S. Department of Education, Education Networks Division, Room, 502, 555 New Jersey Avenue, N.W., Washington, DC 20208, 202-219-2116.

To effect systemic education improvement, the **Meade 46-1 School District** in rural western **South Dakota** has teamed up with the city, chamber of commerce, South Dakota State University, law enforcement agencies, and a local park, museum, tribal camp, and medical center. The project will targets an at-risk student population, including adjudicated youth, economically and educationally disadvantaged youth, and female and Native American students. Goals include improving students' higher-order thinking, reasoning, and communication skills; involving all students in activities that promote good citizenship, community service and personal responsibility; and empowering all students with knowledge and acceptance of cultural diversity in the nation and in the world. Through staff development, training for parents and community members, and curriculum development, the project establishes alliances to restructure learning and provide developmental interventions and support for students. To help students develop responsible citizenship, schools integrate law-related education and activities related to local history and Native American culture into the K-12 curriculum. To support this effort, a volunteer bank being established to organize community volunteers for mentoring, shadowing, tutoring, and instruction in second languages. This systemic change effort is supported by an Educational Partnerships grant from the U.S. Department of Education.

The **Math/Science/Technology Network** in **Jefferson County, Kentucky**, involves the school district, the University of Louisville, area businesses, museums, public agencies, and private organizations in systemically changing and restructuring K-12 mathematics and science education. Governed by a 10-member steering committee and a core group of 100 mathematics and science teachers, the partnership restructures the teaching and learning environment and connect its activities with PRISM, the statewide systemic reform initiative funded by the National Science Foundation, as well as with the Kentucky Education Reform Act. Major goals include preparing students for responsible citizenship: students will understand the role of mathematics, science, and technology as it affects the workplace and the quality of life in their community; and they will use their knowledge and skills to solve problems in real-life situations. The project conducts extensive staff development; infuses technology into the curriculum; develops new assessment and instructional strategies; promotes parent and community participation; and involves students in experiments, real-work performance events, and community projects where they can demonstrate their critical thinking and problem-solving skills, as well as their knowledge of mathematics and science. The network is supported by an Educational Partnerships grant from the U.S. Department of Education.

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Source	<i>School Dropout Demonstration Assistance, Elementary and Secondary Education Act of 1965, Title VI, Parts A and C, as amended, Public Law 100-297.</i>
Eligibility	Local educational agencies (LEAs), community-based organizations, and educational partnerships that include an LEA and a business, community-based organization, private nonprofit organization, institution of higher education, state educational agency, state or local public agency, private industry council under the Job Training Partnership Act, museum, library, or educational television and broadcasting station.
Amount	\$37,530,000,000 was awarded in FY 93 to 85 continuation projects, with financial assistance ranging from \$100,000 to \$1,500,000 and an average award of \$450,000. Twenty-five percent of funds is reserved for LEAs with a total elementary and secondary enrollment of 100,000 or more; 40% for LEAs serving between 20,000-100,000 students; 30% to LEAs serving less than 20,000 students; and 5% to community-based organizations. Within each of the above categories, between 25% and 50% of the funds are reserved for educational partnerships. Funds must be matched by 10% the first year and 25% the second year. FY 94 estimate is \$37,730,000.
Uses	Authorized activities include, but are not limited to, the following: • Development of extended day or summer programs addressing poor achievement, basic skills and language deficiencies, and course failures to assist students at-risk of dropping out and students re-entering school. • Establishment or expansion of vocational programs such as work-study, apprenticeships, or internships programs. • Evaluation of the effectiveness of dropout prevention programs. • Development of programs for traditionally underserved groups of students. • Implementation of activities that will improve student motivation and the school learning environment. • Mentoring programs. • Coordination of dropout prevention and re-entry programs with drug prevention and community organizations for the prevention of youth gangs. • Use of educational telecommunications to extend, motivate, and reinforce school, community, and home dropout prevention and re-entry activities.
Agency	U.S. Department of Education, Equity and Excellence Division, Office of Elementary and Secondary Education, 400 Maryland Avenue, S.W., Washington, DC 20202-6246, 202-401-1342.

With over \$600,000 in grants from the U.S. Department of Education's School Dropout Demonstration Assistance Program, the Brownsville Independent School District, Coca-Cola, and the Intercultural Development Research Association are replicating the **Valued Youth Program** in schools along the U.S.-Mexican border in Texas. The region, an economically depressed area, has the highest percentage of Hispanic dropouts in Texas. Through this cross-age tutoring and mentoring program, mentors (high school students), tutors (middle school students), and tutees (elementary school students) benefit from shared learning experiences. Hispanic students, all of whom are limited English proficient and at high risk of dropping out, are placed as tutors of younger at-risk children. As the tutors teach basic skills to younger students, they themselves not only learn the basic skills but also develop a more positive self-image of themselves that motivates them to stay in school. Student tutors take special classes to improve their communication, reading, and writing skills, as well as to gain a practical awareness of child growth and development theories. Other components include career awareness and internships under the guidance of adult mentors and in addition, the program includes a family outreach component that is culturally sensitive and provides training to parents on how to support their children's learning at home and at school.

Cities in Schools is a national dropout prevention model that promotes the development of local coalitions and specialized interagency planning to support at-risk youth. With over \$700,000 from the U.S. Department of Education's Dropout Prevention Program, Georgia Cities in Schools is forming a consortium of rural school districts to improve their programs and replicate them in other interested communities throughout the state. Local programs feature unique elements that will be shared in cross-training, including an alternative academy for 9th and 10th grade students; development of student-run businesses; and extension of the curriculum into the community through local history, service, and housing rehabilitation projects.

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EDUCATION

Source	<i>School, College, and University Partnerships, Higher Education Act of 1965, Title I, Part A, as amended, Title I, Part A, Public Law 102-325; Higher Education Amendments of 1992, 106 Stat. 448, 20 U.S.C. 1105a-1105c.</i>
Eligibility	Institutions of higher education or state higher education agencies and local educational agencies may partner with a business, labor organization, community-based organization, public television station, or other public, professional, private agency or association.
Amount	\$4,000,000 was awarded in FY 92, with financial assistance ranging from \$250,000 to \$405,000 and an average award of \$285,714. 65% of funds are reserved for school-year programs and 35% for summer programs. Three-year projects require a match of 30% the first year, 40% the second, and 50% the third. FY 93 estimate is \$3,928,000.
Uses	Partnerships serving low-income, disadvantaged students at the secondary school level that: • Use college student tutors to involve secondary school students in community service-learning projects. • Improve basic academic skills of secondary school students. • Increase student understanding of specific subjects. • Improve student opportunity to continue a program of postsecondary education. • Increase the vocational prospects of students for employment after high school graduation.
Agency	U.S. Department of Education, Division of Student Services, Office of Postsecondary Education, 400 Maryland Avenue, S.W., Washington, DC 20202-5249, 202-708-4804.

Northeastern Illinois University in Chicago has teamed with area high schools, The Volunteer Network, and the Near Northwest Arts Council to implement an education program combining academic enrichment, career development, and community service. Serving over 300 low-income and predominantly Hispanic students, the program infuses product-oriented projects and career exploration opportunities into the academic curriculum. Students are guided by university mentors and tutors. During the summer, students are placed in internships in the areas of health care and cultural arts. The project is supported by a \$250,000 grant from the U.S. Department of Education's School, College, and University Partnerships program.

EDUCATION

Source *National Service Trust Program, National and Community Service Act of 1990, P.L. 101-610, as amended by the National and Community Service Trust Act of 1993, P.L. 103-82, Subtitles C and D.*

Eligibility States, Territories, Indian tribes, federal agencies, public and private nonprofit organizations, institutions of higher education, and local government agencies, such as school and police districts, or consortia.

Amount \$215,300,000 is appropriated for FY 94 for all Subtitle C programs. Approximately one-third (\$60 million) is allocated to states by formula based on population. One-third (\$60 million) will be awarded competitively to states. Eligible applicants apply to state commissions for subgrants. Another one-third (\$56.7 million) will be awarded directly to eligible applicants on a competitive basis. 1% is set aside for Territories. 1% is set aside for Indian tribes. The allowable federal share of program cost is 85% of participants' subsistence living allowance; 85% of participants' health care costs; 75% of program operating costs, 100% of participants' child care costs, and the national service educational award.

Governance. To apply for funds, states are required to maintain a State Commission on National and Community Service or designate an Alternative Administrative Entity. Commissions are required to include the Chief State School Officer; representatives of business, local government, labor, community-based organizations, national service programs, and youth ages 16-25; and individuals with expertise in adult volunteerism and youth development, training, and education. Commissions may also include local educators, experts in the delivery of human, educational, environmental, or public safety services, out-of-school youth, and representatives of Indian tribes and entities receiving assistance under the Domestic Volunteer Service Act of 1973.

Uses National Service Programs. To plan, operate, and replicate full- or part-time national service programs that address unmet human, educational, environmental, or public safety needs, including the following:

(1) Community corps program organized through teams of participants of varied social and economic backgrounds, skill levels, physical and development capabilities, ages, ethnic backgrounds, or genders.

(2) Full-time, year-round or full-time summer youth corps program that undertakes meaningful service projects with visible public benefits. Programs may include youth and young adults, ages 16 to 25, and provide them with crew-based, highly structured and adult-supervised work experience; life skills; adult education; career and guidance counseling; vocational training; and the opportunity to develop citizenship values and skills.

(3) Program that provides specialized training to individuals in service learning and places them in positions as service-learning coordinators to facilitate service learning in Serve-America-eligible programs.

(4) Service program targeted at specific unmet human, educational, environmental, or public safety needs that recruits individuals with special skills or provides them with specialized training and, if consistent with program purposes, brings participants together for additional training and other activities designed to foster civic responsibility, increase participant skills, and improve the quality of service provided.

(5) Individualized placement program that includes regular group activities such as leadership training and special service projects.

(6) Campus-based program designed to provide substantial service in a community during the school term and summer or other vacation periods. Participants may include students attending an institution of higher education, such as work-study students; teams of such students; or teams of students and community residents.

(7) Preprofessional training program in which students enrolled in an institution of higher education receive training in specified fields, perform services related to such training outside the classroom, and agree to provide service upon graduation to meet unmet human, educational, environmental, or public safety needs.

(8) Professional corps program that recruits and places qualified participants in positions as nurses, teachers, health care providers, police officers, early childhood development staff, engineers, or other professionals to meet educational, human, environmental, or public safety needs in communities. Compensation may include salary and benefits in excess of the maximum living allowance if provided 100% by public or private nonprofit employers.

(9) Programs in which economically disadvantaged individuals, ages 16-24, are provided with opportunities to help their communities meet the housing needs of low-income families and build community facilities while obtaining the education and employment skills necessary for economic self-efficiency.

(10) National service entrepreneur program that identifies, recruits, and trains gifted young adults of all backgrounds and assists them in designing solutions to community problems.

(11) Intergenerational program that combines students, out-of-school youths, and older adults as participants to provide needed community services.

(12) Program administered by a combination of nonprofit organizations located in a low-income area that provides a broad range of services to residents of such area, is governed by a board composed in significant part of low-income individuals, and is intended to provide opportunities for individuals or teams to engage in community projects that meet the needs of low-income children.

(13) Community service program that is designed to meet the needs of rural communities and that uses teams of individual placements to address the development needs of rural communities and to combat rural poverty, including health care, education, and job training.

(14) Program that seeks to eliminate hunger in communities and rural areas through service in projects that involve food banks, food pantries, and nonprofit organizations providing food during emergencies; glean prepared and unprepared food that would otherwise be discarded as unusable so that the usable portion may be donated to food banks, food pantries, and other nonprofit organizations; seek to address the long-term cases of hunger through education and other appropriate services; and provide training in basic health, nutrition, and life skills.

(15) Other national service programs addressing unmet human, educational, environmental, or public safety needs as designated by the Corporation.

Program requirements. Programs must provide all full-time participants with at least a subsistence living allowance (about minimum wage), health insurance, and child care support. All programs must provide participants with appropriate training, knowledge, and skills to carry out projects; support services such as educational and career counseling; information on adult education programs; and structured opportunities for reflection.

National Service Educational Positions. Any of the following may be approved as a national service position that is eligible for the national service educational award.

- A position in a national service program that receives assistance under the Act.
- A position in a program carried out by an applicant that would be eligible for assistance but has not applied for such assistance.
- VISTA volunteer.
- A position facilitating service-learning in school-based and community-based service-learning programs that are eligible for Serve-America funds.
- Civilian Community Corps participant (Subtitle E).
- Crew leader in a youth corps program.

Eligibility. Participants must be U.S. citizens age 17 years or older; possess, or agree to work toward, a high school diploma or equivalency; meet program eligibility requirements directly related to the tasks to be performed; and serve for at least one term: full-time—1,700 hours for 9 months to 1 year; or part-time—900 hours for up to 2 years (or 3 years if a student).

National Service Educational Awards. Eligible national service participants receive an award equal to about \$4,725. After completing up to 2 terms of service, participants may use their award within a period of 7 years to: (1) repay balance and interest on student loans; (2) pay attendance costs at an institution of higher education; and (3) pay expenses for participation in an approved school-to-work program.

Disaster Relief Funds. The Corporation may undertake activities to involve youth corps and other programs in disaster relief efforts.

Disability Funds. Funds are reserved for: (1) supplemental grants to national service programs to help them place disabled individuals; and for (2) outreach grants to private nonprofit organizations to enable them to provide program information to, and assist in the placement of, individuals with disabilities.

Challenge Grants. High-quality national service programs may be eligible for challenge grants that provide \$1 in cash for every \$1 that is raised from private sources and is over and above the federal cost-sharing requirements.

Agency

Corporation for National and Community Service, 1100 Vermont Avenue, N.W., Washington, DC 20525, 202-606-4880.

The Pennsylvania Service Corps was awarded a two-year, \$5,800,000 grant from the Commission on National and Community Service to implement a "community service officer corps," which places participants in leadership positions in service projects across the state. Full-time and part-time participants are assigned as coordinators of service-learning programs in schools, as community service directors in colleges and universities, and in similar posts in other community service programs. This demonstration model not only provides the necessary supervision and staffing for developing and sustaining service programs, but is testing whether participants can develop effective leadership skills and become long-term leaders in the field.

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EDUCATION

- Source** *Public Lands Corps, Youth Conservation Corps Act of 1970, P.L. 91-378, as amended by the National and Community Service Trust Act of 1993, P.L. 103-82.*
- Eligibility** Qualified youth or conservation corps, including those established by Indian tribes, state or local government, or nonprofit organizations.
- Amount** \$30,000 is available for FY 94 in the form of contracts and cooperative agreements with the U.S. Department of Agriculture and the U.S. Department of the Interior. Programs on public lands must provide a 25% nonfederal match through cash or in-kind contributions.
- Uses** To conserve or develop natural and cultural resources and enhance and maintain environmentally important lands and waters. Corps offer meaningful, full-time, productive work for individuals, ages 16-25, which combines work experience, basic and life skills, education, training, and support services with the opportunity to develop citizenship skills and values. The Secretary of Defense may identify military installations or facilities to train or house participants. Participants are provided with room and board, medical care, and a living allowance and may be eligible to receive a National Service Educational Award under the National and Community Service Trust Act, Subtitle D. Appropriate projects include the conservation, restoration, construction, or rehabilitation of natural, cultural, historic, archaeological, recreational, or scenic resources on public lands, Indian tribes, and Hawaiian homelands.

In Washington, D.C., the Forest Service designed three pilot programs called Youth Forest Camps. These camps offer jobs, basic skills and life skills training, and a method of linking their summer jobs to their academic work. The Youth Forest Camps programs target at-risk youth. One of the many benefits of this program is that these students will have the opportunity to earn high school equivalency credits. As they complete the camp, the youth are asked to form a plan to return to school, enter a Job Corps, or begin employment.

The Providence Housing Authority in Providence, Rhode Island, operates an enrichment/work experience program that focuses on dropout prevention. The program, which works with in-school youth, offers participating students two days per week of instruction at the Brown University campus. At the University, students are instructed in basic reading, writing, and mathematics by trained teachers and college students. Three days per week, the participating students work for the Housing Authority. Their responsibilities range from writing reports to planning events and repairing equipment.

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EDUCATION

Source	<i>Urban Community Service, Higher Education Act of 1965, 1992, Title XI, Part A, Public Law 102-325.</i>										
Eligibility	Urban Institutions of higher education and at least one of the following entities: community college; urban school system; local government, business or other employer; or nonprofit institution.										
Amount	\$8,000,000 was awarded in FY 92 on a competitive basis, with financial assistance ranging from \$150,000 to \$1,200,000 and an average award of \$500,000. Five-year grants require a 25% match. FY 93 estimate is \$9,424,000.										
Uses	Planning, applied research, training, resource exchanges, services, or other activities to assist urban communities in addressing their pressing and severe problems, including: <table><tr><td>• School systems</td><td>• Health Care</td></tr><tr><td>• Work force preparation</td><td>• Urban poverty</td></tr><tr><td>• Elderly & disabled individuals</td><td>• Families & children</td></tr><tr><td>• Crime prevention</td><td>• Housing/community development</td></tr><tr><td>• Urban infrastructure</td><td>• Environmental problems</td></tr></table>	• School systems	• Health Care	• Work force preparation	• Urban poverty	• Elderly & disabled individuals	• Families & children	• Crime prevention	• Housing/community development	• Urban infrastructure	• Environmental problems
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• Urban infrastructure	• Environmental problems										
Agency	U.S. Department of Education, Division of Higher Education Incentive Programs, Office of Postsecondary Education, 400 Maryland Avenue, S.W., Washington, DC 20202-5251, 202-708-7389.										

The Urban Community Service program has supported a variety of collaborations—partnerships, networks, coalitions, and consortiums—among colleges and universities, public and private agencies, and community-based organizations—to work directly with school systems to improve education. One exemplary partnership is the **West Philadelphia Improvement Corps (WEPIC)**. Born out of a student research paper in 1985, WEPIC is a nationally and internationally recognized neighborhood revitalization program that is transforming traditional schools into cosmopolitan community schools. Though created and initially housed at the University of Pennsylvania, WEPIC is now administratively coordinated by the West Philadelphia Partnership, a mediating organization composed of the university; schools and community groups in West Philadelphia; the Greater Philadelphia Urban Affairs Coalition; Philadelphia School District; trade unions; job training agencies; city, state and federal agencies; churches; and other partners. The newly created Center for Community Partnerships serves as the advocacy and coordinating arm for all of the service efforts emanating from the academic departments and student organizations at the University of Pennsylvania.

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For example, faculty and students from the Graduate School of Education, College of Arts and Sciences, and the Penn Medical School, Nursing School, and Dental School, are actively assisting the Dr. John P. Turner Middle School in developing a community-centered curriculum that involves students in community health care and local history activities. Faculty and students at the Graduate School of Education have also helped to establish a Foxfire-style cultural journalism class at West Philadelphia High School. Under the aegis of the Penn Program for Public Service, students have been involved in academically based research activities to support the growth of WEPIC. In addition, hundreds of students have volunteered as part of the Penn Program for Student-Community Involvement to serve as mentors, teachers, and facilitators in such WEPIC programs as landscaping, housing construction, and community education classes. Both the Mott Foundation and the DeWitt Wallace-Reader's Digest Fund have supported the university in its efforts to disseminate and replicate the WEPIC model via mini-grants, conferences, journals, and other technical assistance activities.

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EDUCATION

Source	<i>Fund for the Improvement of Postsecondary Education (FIPSE), Higher Education Act of 1965, Title X, Part A as amended, Public Law 102-325, 20 U.S.C. 1135-1135a-3.</i>
Eligibility	Institutions of higher education (IHEs) or combinations of IHEs and public and private nonprofit agencies and organizations, including local educational agencies, educational associations, welfare agencies, public libraries, hospitals, and museums.
Amount	\$15,000,000 was awarded in FY 92 to 89 new and 121 continuing projects, with financial assistance ranging from \$5,000 to \$150,000 and with an average award of \$70,000. FY 93 estimate is \$15,872,000.
Uses	Reform, innovation, and improvement of postsecondary education, including the creation of institutions and programs involving new paths to career and professional training and new combinations of academic and experiential learning. Activities funded include, but are not limited to, the following areas: <u>Planning Grants.</u> Up to \$20,000 for the development and testing of innovative techniques. <u>Innovative Community Service Projects.</u> To encourage student participation in community service projects. Community service is defined as planned, supervised services designed to improve the quality of life for low-income residents or to assist in the solution of particular problems related to their needs. Activities funded include the following: • Research regarding the effects of student community service organizations. • Assistance to student organizations that work with community service organizations. • Linkages between youth corps and institutions of higher education. • Innovative student service programs. <u>Women and Minorities Science and Engineering Outreach Demonstration Program.</u> At least \$500,000 for partnerships with IHEs and elementary and secondary schools to enhance, coordinate, develop, and expand programs and initiatives that identify, encourage, and prepare students for careers in science and engineering.
Agency	U.S. Department of Education, Fund for the Improvement of Postsecondary Education, Office of the Assistant Secretary for Postsecondary Education, 7th and D Streets, S.W., ROB-3, Room 3100, Washington, DC 20202-5175, 202-708-5750.

Seattle University in Washington State recently restructured its Masters in Teaching (MIT) Program to include a community service internship that reflects the university's commitment to humanistic education. The internship is designed to help preservice teachers develop as "ethical, knowledgeable and reflective decision makers who can teach all students to function effectively in a global and pluralistic society." In a holistic sense, these experiences are intended to expose students to the role of citizen involvement in addressing significant social needs and to instill in them an increased passion for the liberating and transformative role education can play in the larger society. Professionally, they are intended to prepare teachers to incorporate service learning into their own classrooms and to nurture their interest in community service. During the first phase, students are provided with an orientation to the requirements of the internship, as well as the philosophy, methods, and research related to service learning. Through information on past student projects and the assistance of the University's Volunteer Center, students design their own placement and submit a proposal of their planned activities. These diverse sites have included homeless shelters, health care clinics, literacy programs, museums, and juvenile courts in the city, as well as sites abroad in Europe and Latin America. Students may also work with schools to help them implement K-12 service-learning programs. Students must complete a minimum of 25 hours of service, at any time during their enrollment in the masters program, including weekends, breaks, and summers.

During the Community Internship Conference, students develop and conduct a professional presentation for their peers and faculty, highlighting their work, insights, and personal and professional growth. At the conference's conclusion, students participate in a reflection session where they share journal entries and discuss policy and ethical dimensions, including their future role as teachers and strategies for creating collaborative partnerships among schools and public and private agencies. As a result of their participation, 100% of the preservice teachers said they would engage future students in service learning. Through a grant from the Commission on National and Community Service, Seattle University is now involving both its MIT and Master of Public Administration (MPA) students in the planning and implementation of K-12 service-learning opportunities.

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EDUCATION

Source	<i>Federal Work-Study Program, Higher Education Act of 1965, as amended, Title IV, Part C, Public Laws 89-329, 92-318, 94-482, 95-566, 96-374, 97-12, 97-301, 97-92, 98-139, 98-79, 99-498, 99-500, 99-177, 99-178, 99-272, 99-369, 93-369, 93-579, 95-109, 100-139, 100-50 and 102-325, 42 U.S.C. 2751-2756a.</i>
Eligibility	Institutions of higher education (IHEs) from which 50% or more of Pell Grant recipients graduate or transfer to another four-year institution.
Amount	\$621,139,000 was distributed in FY 92 on a formula basis, with financial assistance ranging from \$200 to \$7,427,075 and an average award of \$148,102. The average student award is \$940. Institutional funds require a 25% local match with cash or in-kind contributions. FY 93 estimate is \$616,949,000.
Uses	Part-time employment for financially needy undergraduate, vocational, and graduate students.

Community Service Work-Study Programs. At least 5% of an institution's allocation must be used to compensate students involved in community service. Community service is defined as services that are identified by an IHE in consultation with local nonprofit, governmental, and community-based organizations and that are designed to improve the quality of life for low-income residents. Fields include health care, child care, education, literacy training, welfare, social services, public safety, crime prevention and control, transportation, recreation, housing and neighborhood improvement, and rural and community development. In addition, students may work in service-learning programs with schools and local educational agencies or provide mentoring, tutoring, counseling, and other educational support activities.

Job Location and Development Programs. Institutions may use not more than 10% or \$50,000 of their allotment to establish or expand a program to locate and develop jobs, including community service jobs, not located at the grantee's institution.

Additional Funds for Community Service Programs. Up to 10% of an IHE's allocation may be used to conduct a program of community service-learning, including:

- Mechanisms to ensure academic quality of student experiences.
- Student access to necessary educational resources, expertise, and supervision.
- Planning, development, and administration of such programs in collaboration with public and private nonprofit agencies and the programs assisted under the National and Community Service Act of 1990.

Work Colleges. IHEs may support the administration, development, and assessment of comprehensive work-learning programs in combination with appropriated one-to-one matching funds, funds transferred from the regular federal Work-Study allotment, and the federal Perkins Loans program. This program must be an integral and stated part of the institution's educational philosophy and program; require participation of all resident students; include learning objectives, evaluation, and record of work performance as part of the student's college record; provide programmatic and academic leadership; and recognize the educational

EDUCATION

role of work-learning supervisors. These programs may carry out activities authorized under the community service work-study and community service-learning programs described above.

Agency

U.S. Department of Education, Campus and State Grant Branch, Division of Policy Development, Office of Student Financial Assistance Programs, Office of Assistant Secretary for Postsecondary Education, 400 Maryland Avenue, S.W., Washington, DC 20202-5446, 202-708-4690.

The **WalkAbout** program targets over 1,000 elementary and secondary school students in the **Minneapolis Public Schools** who are in need of remedial instruction due to low academic achievement or behavioral problems. Cross-age groups are involved in the learning and teaching of this six week summer program. Teachers and students are organized into families, teams, and villages. Learning Teams are composed of one teacher, who acts as the facilitator and coach of the learning experience; a college student, who leads 2 high school students; and two high school students, who each help 6 or 7 younger students. Students with special needs or limited English proficiency are mainstreamed in the Learning Teams. High school students earn credit by developing a learning contract with the secondary school teachers assigned to each team. College students, supported by federal work-study programs, may receive credit through teacher education and internship programs.

Instructional teams—teachers, high school students, and college students—receive training in experiential learning methods. They develop a hands-on interdisciplinary curriculum that integrates mathematics, science, language arts, social studies, music, and arts with themes such as the Environment, Health and Wellness, and Minneapolis History. Weekly service projects and field experiences enable teams to use community resources and apply knowledge to solve problems in their schools and neighborhood.

Outcomes include improved skills, enhanced self-esteem, increased motivation for learning, and the maintenance and bridging of school year gains. Students also feel more connected to the community, gain an awareness of future careers, and work together with diverse students of all ages. In addition to the school district, partners include local colleges and universities, the City of Minneapolis, the Minneapolis Private Industry Council, and the National Youth Leadership Council.

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Source	<i>State Student Incentive Grants (SSIG), Higher Education Act of 1965, Title IV, Part A, Subpart 4, Sections 415 A, B, C, D, E as amended; Public Law 92-318, 94-482, 95-43, 95-566, 96-96, 96-374, 99-498, 100-50, and the Higher Education Amendments of 1992, Title IV, Part A, Subpart 4, Public Law 102-325.</i>
Eligibility	States, which make grants to eligible undergraduate and graduate students attending institutions of higher education (IHEs).
Amount	\$68,728,000 was distributed in FY 92 by formula based on the number of eligible students in attendance at IHEs. Financial assistance to each state ranged from \$805 to \$11,140,502, with an average award of \$1,272,895. States must match their allotment with state-appropriated funds. Approximately 650,113 students are projected to receive grants to attend private and proprietary schools in the 1992-93 school year. FY 93 estimate is \$72,555,000.
Uses	Grants of up to \$5,000 for financially needy students. A state may elect to use up to 20% of its federal allotment for campus-based community service work-study. Community service is defined as services that are identified by an IHE in consultation with local nonprofit, governmental, and community-based organizations and that are designed to improve the quality of life for low-income residents. Fields may include health care, child care, education, literacy training, welfare, social services, public safety, crime prevention and control, transportation, recreation, housing and neighborhood improvement, and rural and community development. In addition, students may work in service-learning programs with schools and local educational agencies or provide mentoring, tutoring, counseling, and other educational support activities. The work-learning opportunities must be related to the students' educational or vocational program or goals.
Agency	U.S. Department of Education, Division of Policy Development, Policy, Training and Analysis Service, Student Financial Assistance Programs, Office of Assistant Secretary for Postsecondary Education, 400 Maryland Avenue, S.W., Washington, DC 20202-5447, 202-708-4607.

The **Summer Motivation and Academic Residential Training (SMART)** program helps 14-15 year-old at-risk students complete high school via an intensive residential experience at university campuses across Washington state. During the eight-week experience, students improve their basic skills, develop personal and career goals, and learn life skills while engaged in community service activities and paid work experience. College students, funded by a combination of federal Work-Study and State Student Incentive Grants, work as tutors, mentors, resident assistants, recreation coordinators, and counselors in the program. Employment for the high school students is funded by a combination of federal vocational education and job training funds. As a result of their participation, students often demonstrate significant academic improvement and experience a sense of personal and professional growth.

EDUCATION

Source	<i>Upward Bound, Higher Education Act of 1965, Title IV, Part A, Subpart 2, Sections 402C, as amended, Public Law 89-329, 94 Stat. 1047 and 1049; Higher Education Amendments of 1992, Public Law 102-325, 106 Stat. 448, 20 U.S.C. 1070d-1a.</i>
Eligibility	Institutions of higher education, public and private agencies, and consortia, and, in exceptional circumstances, secondary schools.
Amount	\$144,130,093 was awarded in FY 92 on a competitive basis, with financial assistance ranging from \$14,739 to \$598,661 and an average award of \$269,906. An estimated 45,575 students were served in the 1992-93 school year. FY 93 estimate is \$142,691,000.
Uses	Programs designed to generate the skills and motivation necessary for success beyond high school for low-income individuals, ages 13-19, who are potential first-generation college students. Projects may provide such services as: • Mentoring and tutoring programs involving elementary or secondary school teachers, university faculty, students, or any such combinations. • Instruction in reading, writing, study skills, science, and mathematics. • Personal counseling. • Academic advice and assistance in high school course selection. • Exposure to cultural events, academic programs, and other activities not usually available to disadvantaged youth. • Career exploration activities, particularly for fields in which persons from disadvantaged backgrounds are underrepresented. • On-campus residential or nonresidential summer programs. • Activities designed for students with limited English proficiency. Programs funded for two or more years are required to include precalculus mathematics instruction, laboratory science, and foreign language composition and literature.
Agency	U.S. Department of Education, Division of Student Services, Education Outreach Branch, Office of Postsecondary Education, 400 Maryland Avenue, S.W., Room 3060, Regional Office Building 3, Washington, DC 20202-5249, 202-708-4804.

Stanford University in Palo Alto, California, runs an Upward Bound program for youth at a local high school. Through a "Saturday Academy," college students serve as tutors, counselors and academic advisors to students, who attend workshops on such topics as college exploration, study skills, word processing, SAT preparation, cultural awareness, and the college application process. Students also participate in community service activities and educational field trips. During the summer, these students experience college life through participation in a 6-week residential program where they take core academic courses for general elective credit and participate in cultural enrichment activities, career exploration, and recreation. The program, geared toward low-income/first-generation, college-bound students, recruits students from all grade levels on an application basis. Students also work with local businesses and as part of Youth Community Service, a youth leadership program developed by the Constitutional Rights Foundation.

EDUCATION

Source	<i>Literacy Corps and Mentoring Corps Programs, Higher Education Act of 1965, Title XI, Part B, Subpart 2, as amended, Public Law 102-325.</i>
Eligibility	Institutions of higher education (IHEs).
Amount	\$5,367,000 was awarded in FY 92 on a competitive basis to 54 projects, with financial assistance averaging \$100,000 over four years. Grants require a 25% match the second and succeeding years. FY 93 estimate is \$5,270,496.
Uses	Establishment of student mentoring and literacy corps programs operated by IHEs in local public community agencies, such as elementary and secondary schools, Head Start centers, prisons, youth-serving agencies, and agencies serving individuals with disabilities. IHEs must design credit-bearing courses that combine the training of undergraduate students in various academic departments, such as social sciences, economics, and education, with experience as tutors. Grants may be used for: • Administration. • Stipends for student coordinators. • Technical assistance, collection and dissemination of information, and evaluation.
Agency	U.S. Department of Education, Division of Higher Education Incentive Programs, Office of Postsecondary Education, 400 Maryland Avenue, S.W., ROB-3, Room 3022, Washington, DC 20202-5251, 202-708-6128.

The Professional Studies in Education program at **Indiana University of Pennsylvania in Indiana, Pennsylvania**, has designed the Partners in Education (PIE) program to enhance teacher preparation. PIE matches preservice teachers with rural students through after-school and in-school programs. The goal of this initiative is to heighten teacher awareness of the needs and attitudes of rural students and empower future teachers to become agents for social change in their teaching careers. Through a grant from the Commission on National and Community Service, the number of preservice teachers who will serve as tutors and mentors will increase to 424 over three years.

EDUCATION

Source	<i>Higher Education Innovative Projects for Community Service, National and Community Service Act of 1990, P.L. 101-610, Subtitle B, Part II, as amended by the National and Community Service Trust Act of 1993, P.L. 103-82.</i>
Eligibility	Institutions of higher education (IHEs) or consortia of IHEs or public agencies and nonprofit organizations working in partnerships with IHEs.
Amount	\$5,700,000 was awarded in FY 93 on a competitive basis to 69 projects, with financial assistance ranging from \$15,805 to \$451,750. Funds requires a 50% match with cash or in-kind contributions. FY 94 estimate is \$10,000,000.
Uses	• To create or expand community service programs that engender a sense of social responsibility to the local community and involve students, faculty, administration, staff, or local community residents. • To support student-initiated and student-designed community service projects. • To strengthen the leadership and instructional capacity of elementary, secondary, and postsecondary teachers to use service learning through: (1) the inclusion of service-learning as a key component of preservice teacher education; and (2) the encouragement of campus faculty to use service-learning methods throughout their curriculum. • To facilitate the integration of community service into the academic curricula, including the integration of clinical programs into the curriculum of professional schools so that students can obtain credit for their community service projects. • To supplement funds for service-learning and community service under the Work-Study program (part C, Title IV of the Higher Education Act of 1965). • To strengthen the service infrastructure within institutions of higher education. • To provide for the training of teachers, prospective teachers, related education personnel, and community leaders in the skills necessary to develop, supervise, and organize service learning.
Agency	Corporation for National and Community Service, 1100 Vermont Avenue, N.W., Washington, DC 20525, 202-606-4880.

Preservice Training. In the TEACH program, undergraduate students at Ball State University in Muncie, Indiana, develop tutoring relationships with children and adults as part of their introductory education courses. Through a \$22,344 grant from the Commission on National and Community Service, the university's Teachers College is expanding and integrating these kinds of service opportunities into the curriculum to involve between 300 and 500 students. An advisory committee has been established to guide the development of teacher training curricula and related research and evaluation activities.

Inservice Training. The School of Social Administration at Temple University and the Philadelphia School District are collaborating to develop a service-learning program for ninth-grade students. High school teachers, university student interns, a social work field supervisor, and Temple faculty are developing service-learning opportunities integrated with the curriculum and working with small clusters of students. This teacher-training initiative will serve as a model for both elementary and secondary schools on how to integrate service-learning pedagogy into a variety of academic areas. The Commission on National and Community Service awarded Temple University a \$33,291 grant to support this project.

The Washington State Campus Compact received a \$101,848 grant from the Commission on National and Community Service to initiate "Integrating Service-Learning into Preservice Teaching Training." Washington State University (WSU) in Pullman will serve as the primary test site. In October 1993, the Compact, in collaboration, with Project Service Leadership and the Council of Chief State School Officers, hosted a day-long symposium to share preservice initiatives throughout the state. Activities for the two-year project include:

- Formal integration of service learning with methods courses in the College of Education. For example, through a course on Reading and Critical Literacy, preservice teachers develop and implement academic units that use service learning as a methodology.
- Development of student-teaching opportunities in which preservice teachers are placed with K-12 teachers who are experienced in service learning. In addition to conducting a statewide survey to identify such teachers, WSU is conducting extensive interviews/studies with experienced teachers to document the process and its outcomes.
- Creation of regional resource centers to assist in student placement, teacher preparation, and the development of materials. WSU produced a 147-page handbook of service-learning projects conducted by preservice teachers in agriculture/vocational education, English/language arts, fine arts, foreign language, health education, history/social studies, mathematics, physical education, science, and interdisciplinary studies.

To stimulate activities by other teacher education programs, faculty participating in the Campus Compact initiative will present their findings at the American Educational Research Association conference in 1994.

EDUCATION

Source	<i>Cooperative Education, Higher Education Act of 1965, Title VIII, as amended, Public Law 102-325, 20 U.S.C. 1133-1133c.</i>
Eligibility	Institutions of higher education (IHEs); and private, nonprofit agencies and organizations (demonstration, research, and training only).
Amount	\$14,000,000 was awarded in FY 92 on a competitive basis to 161 projects, with financial assistance ranging from \$8,850 to \$253,298 and an average award of \$81,030. Grant periods may extend for up to five years, with the federal share decreasing each year—90%, 80%, 70%, 60%, and 30%. Awards may not exceed \$500,000 in a fiscal year. FY 93 estimate \$13,749,000.
Uses	• Planning, establishment, expansion, and implementation of cooperative education programs that integrate alternating or parallel periods of academic study with public and private employment related to academic or occupational objectives. Funds may not be used to compensate students for employment. • Projects to demonstrate the feasibility or value of innovative methods of cooperative education. • Training and resources centers to: (a) Train personnel (b) Improve materials (c) Furnish technical assistance (d) Encourage occupational training to meet national needs (e) Assist other IHEs to develop and expand cooperative education programs (f) Develop model programs in science and mathematics for women and minorities • Research relating to cooperative education.
Agency	U.S. Department of Education, Division of Higher Education Incentive Programs, Office of Postsecondary Education, Washington, DC 20202-5251, 202-708-9407.

EDUCATION

Source	<i>Intergovernmental Personnel Act (IPA) Mobility Program, Intergovernmental Personnel Act of 1970, as amended, P.L. 91-648, 5 U.S.C. 3371-3376; Indian Self-Determination and Education Assistance Act, Section 105, P.L. 93-638, 25 U.S.C. 450; Executive Order 11589, April 1, 1971.</i>
Eligibility	Federal agencies; State, local and Indian tribal governments; institutions of higher education; national, regional, statewide, or metropolitan organizations representing state or local governments; an association of state or local public officials; or nonprofit organizations that offer professional advisory, research, education, or development services to governments or universities concerned with public management.
Amount	Federal cost-sharing requirements are negotiable and may include up to full salary and benefits for a period of up to 2 years, with extensions for an additional 2 years. There are over 800 mobility assignments each fiscal year.
Uses	To aid in solving problems and delivering improved services at all government levels through the sharing of professional, administrative and technical expertise. The program support the temporary assignment of federal employees to eligible host organizations for work of mutual benefit.
Agency	Office of Personnel Management, Long Term Development Programs, Human Resources Development Group, P.O. Box 164, Washington, DC 20044, 202-606-1592.

The **Arizona Conservation Corps (ACC)** was established by the State Legislature in 1990 to employ young adults, ages 14-21, to work full and part time on conservation and community service projects and to further their personal and educational development. To staff the corps during its infancy, the U.S. Department of Agriculture's Forest Service and U.S. Department of the Interior's Bureau of Land Management (BLM) agreed to provide government professionals. Under an Intergovernment Personnel Act agreement, the Forest Service provided 50% salary and benefits for an employee at the Tonto National Forest to work with the Arizona State Parks as an operations manager for the ACC.

The manager's duties included the development and supervision of ACC programs and field projects; building partnerships among public and private agencies; recruitment; fund raising; public relations; and formulation of program policies and guidelines. This arrangement was mutually beneficial—the ACC was provided crucial expertise and leadership during its development phase, and the Forest Service was provided with important conservation work on public lands performed by its own potential work force.

EDUCATION

Source	<i>Community Development Work-Study Program, Housing and Community Development Act of 1987, Section 501(b)(2), P.L. 100-242, Housing and Community Development Act of 1974, Section 107, as amended.</i>
Eligibility	Institutions of higher education, areawide planning organizations, or states may apply for project grants to assist economically disadvantaged and minority students who are enrolled full time in graduate or undergraduate programs in community and economic development, community planning or community management, or other related fields such as public administration, urban management, or urban planning.
Amount	\$3,000,000 was awarded in FY 92, with financial assistance ranging from \$33,000 to \$110,000 per year for undergraduates and \$45,000 to \$150,000 per year for graduate students. FY 93 estimate is \$3,000,000.
Uses	To attract minority and economically disadvantaged students to careers in community and economic development, community planning, and community management and to provide a cadre of well-qualified professionals to plan, implement, and administer local community development programs.
Agency	U.S. Department of Housing and Urban Development, Community Planning and Development, Office of Program Policy Development, Technical Assistance Division, 451 7th Street, S.W., Washington, DC 20410, 202-755-6092.

At the University of Michigan, masters students in the College of Architecture and Urban Planning work with community groups every winter semester to develop proposals for improving the quality of life in the city of Detroit. These activities cover a wide range of issues, from commercial redevelopment to crime prevention. For example, a team of students worked in Southwestern Detroit to help youth, ages 5-14, learn and implement the principles of urban design. In a series of student-led workshops, youth and parents worked to design an interior layout for a store space to be located on the area's main commercial street. This youth-managed store, to be called El Centro de Los Lobos, would display and sell the unique arts and crafts designed by youth under the guidance of local women in this predominantly Hispanic community. The graduate students helped the community construct a long-range business plan for acquiring and rehabilitating a storefront space and for establishing an advisory board. In addition to their design and marketing lessons, the youth were exposed to university life and future careers.

EDUCATION

Source	<i>Foster Grandparent Program, Domestic Volunteer Service Act of 1973, as amended, Title II, Part B, Section 211, P.L. 93-113, as amended by the National and Community Service Trust Act of 1993, P.L. 103-82.</i>
Eligibility	State and local government agencies and private nonprofit organizations may serve as sponsors.
Amount	\$65,590,000 was awarded in FY 92 to 262 projects, with financial assistance ranging from \$12,200 to \$1,634,993 and an average award of \$249,130. Funds require a 10% local match. FY 93 estimate is \$64,804,000.
Uses	Funds may be used to provide part-time volunteer service opportunities for low-income persons age 60 and over in the areas of health, education, and welfare. • Volunteers work to help alleviate the physical, mental, and emotional problems of infants, children, or youth having special or exceptional needs. • Volunteer stations include schools, hospitals, day care centers, and Head Start programs. • Funds may cover participant stipends, transportation, physical examinations, and meals as well as personnel, travel, and space costs. • Projects are governed by Advisory Councils composed of community, business, and labor leaders, social service agency professionals, specialists in aging, child development, and volunteers. The Corporation provides sponsors with training, technical assistance, and program oversight.
Agency	Corporation for National and Community Service, 1100 Vermont Avenue, N.W., Washington, DC 20525, 202-606-4880.

A team of Foster Grandparents in Springfield, Massachusetts, works with a youth shelter to provide education and community service opportunities for runaway and homeless youth, ages 12-18. Under the guidance of Foster Grandparents, these teenagers visit a soup kitchen twice a week where they help feed the hungry. In addition, they help youth and those involved in adult education, study for their GED and prepare for future responsibilities.

EDUCATION

Source	<i>Retired Senior Volunteer Program (RSVP), Domestic Volunteer Service Act of 1973, as amended, Title II, Part A, Section 201, P.L. 93-113, as amended by the National and Community Service Trust Act of 1993, P.L. 103-82.</i>
Eligibility	State and local government agencies and private nonprofit organizations may act as sponsors.
Amount	\$34,128,000 was awarded in FY 92 to support 432,500 volunteers in 746 ACTION-funded and 17 non-ACTION funded projects. Financial assistance ranged from \$4,105 to \$658,202, with an average of \$45,374. FY 93 estimate is \$33,686,000.
Uses	Funds may be used to provide significant volunteer service opportunities for retired persons aged 60 and over in many areas, including education, health care, literacy, child care, crime prevention, skilled volunteer programming, and services to the developmental disabled and chronically ill.
Agency	Corporation for National and Community Service, 1100 Vermont Avenue, N.W., Washington, DC 20525, 202-606-4880.

The Retired Senior Volunteer Program of Montgomery County in **Plymouth Meeting, Pennsylvania**, is working with the **Norristown Area School District** to develop and integrate CAPS (Citizens as Problem Solvers), an intergenerational service-learning program. Components include a 12th grade curriculum, a drama class at an alternative high school, and a pilot program at a local elementary school. Products will include a manual, video, and inservice training materials. These resources, to be developed with funds from a \$25,000 Serve-America subgrant under the National and Community Service Act, will be disseminated through the RSVP national network.

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EDUCATION

Source	<i>Volunteers in Service to America (VISTA), Domestic Volunteer Service Act of 1973, as amended, Title I, Part A, P.L. 93-113, as amended by the National and Community Service Trust Act of 1993, P.L. 103-82.</i>
Eligibility	Federal, state, or local government agencies or private nonprofit organizations may act as sponsors.
Amount	\$32,688,000 was awarded in FY 92 to support 3,966 VISTA Volunteers in sponsoring organizations. FY 93 estimate is \$34,667,000.
Uses	Funds provide full-time, full-year volunteers to work on clearly-defined tasks that address the problems of poverty. Members of the targeted community must be actively involved in the development and implementation of the project. 50% of VISTA's resources have been focused on the problems of disadvantaged youth, including substance abuse, delinquency, teenage unemployment, youthful runaways, and child abuse.
Agency	Corporation for National and Community Service, 1100 Vermont Avenue, N.W., Washington, DC 20525, 202-606-4880.

Four VISTA volunteers are working with the **Bucks County Office of Aging in Reading, Pennsylvania**, to establish and expand student volunteer and service-learning programs in three area high schools. The VISTA volunteers manage a "Mentors for Youth" program as well as "Teen Talk," a community television program produced by inner-city youth. With the help of Serve-America subgrant under the National and Community Service Act, the VISTA volunteers are expanding their efforts to include the development of a curriculum to be incorporated by all county schools.

EDUCATION

Source	<i>Health Careers Opportunity Program, Public Health Service Act, Title VII, Part B, Section 740, as amended; Health Professions Education Extension Amendments 1992, Title I, P.L. 102-408, 106 Stat. 1992, 42 U.S.C. 293d; P.L. 102-531.</i>
Eligibility	Health professions schools, schools of allied health, and public or private nonprofit health or educational entities that provide health or educational programs as one of their major functions, including colleges, universities and junior colleges, state and local health or educational agencies, and health or educational associations and organizations. This includes schools of medicine, osteopathic medicine, public health, dentistry, veterinary medicine, optometry, pharmacy, allied health, chiropractic and podiatric medicine, and graduate programs in clinical psychology. 10% of funds are reserved for community-based programs and 70% for institutions of higher education.
Amount	\$24,503,200 was awarded in FY 92 to 163 new and continuing projects, with financial assistance ranging from \$13,912 to \$536,089 and an average award of \$147,883. FY 93 estimate is \$24,998,400.
Uses	Design and implementation of project to prepare disadvantaged individuals who have completed at least their junior year of high school for education and training in a health or allied health professions program. Grants may support personnel, consultants, equipment, supplies, travel, stipends, and courses associated with the following: • Activities designed to identify, recruit, and select students for education in the health or allied health professions, such as dissemination of informational materials, motivational activities, counseling, and exposure to role models and health facilities. • Facilitate entry of eligible students into such schools. • Preliminary education to assist individuals to complete the regular course of education in a health professions school or school of allied health. • Activities designed to help students who have been accepted to, or are enrolled in, a health professions or allied health program to complete their education, including tutoring, counseling, and transitional assistance. • Activities to assist individuals to compete for admissions and apply for financial aid. Funds may not be used to support existing courses already taught as part of the school's curriculum or job placement activities.
Agency	U.S. Department of Health and Human Services, Division of Disadvantaged Assistance, Bureau of Health Professions, Health Resources and Services Administration, Public Health Service, Department of Health and Human Services, Room 8A-09, 5600 Fishers Lane, Rockville, MD 20857, 301-443-4493.

Through the "It's About Health" program, the UCLA School of Nursing recruited and trained minority high school and college students to deliver primary health care services to at-risk, homeless, or shelter residential children. During the summer of 1993, students participated in UCLA basic science classes and clinical specialized health education classes. Under the guidance of clinics and health/outreach centers in Los Angeles and Ventura counties, students conducted primary health care assessments of at least 1,000 children, worked individually with children to help them develop good health care behaviors, and conducted health care use histories on their patients by interviewing parents at the clinic or at home. Students' knowledge and skills were enhanced by special educational programs on issues that are most relevant to at-risk children, including violence, substance abuse, child abuse, and nutrition.

This leadership and career development training prepared participants, many of whom were enrolled in medical colleges and high school magnet programs, to become minority health care providers in the future. In addition to partnerships with the UCLA Schools of Nursing, Dentistry, Social Welfare, Public Health, and Medicine as well as other medical colleges and clinics, this program was supported through the Commission on National and Community Service as a Summer of Service demonstration model.

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116

EDUCATION

School-to-Work Focus

Source	<i>Vocational Education (Basic Grants To States), Carl D. Perkins Vocational and Applied Technology Education Act, Title III, Public Law 101-392, 20 U.S.C. 2331-2342.</i>
Eligibility	State boards of vocational education through a state plan application. Local educational agencies, area vocational education schools, and postsecondary education institutions apply to the state board for Title II, Part C funds.
Amount	\$972,750,000 is appropriated in FY 93 for distribution by formula, based on state population and per capita income. Funds require a 50% match for state administration. 8.5% of all Title II funds is reserved for Part A and 75% for Part C. Financial assistance for all Title II programs ranges from \$503,516 to \$167,972,478.
Uses	States develop comprehensive plans for implementation of the Act at the state and local levels in consultation with students, teachers, parents, and community members. State and local planning, program design, and evaluation must focus on: • Integration of academic and vocational education through a coherent sequence of courses to provide strong development and use of problem solving and basic and advanced academic skills in a vocational setting, including mathematics, reading, writing, science, and social studies. • Providing students with a strong understanding of and experience of all aspects of the industry they are preparing to enter. These aspects include planning, management, finance, technical and production skills; underlying principles of technology; and labor, community, health, safety, and environmental issues.

States and localities must also assess and improve the extent to which their programs address the special needs of certain populations, including individuals with any of the following barriers: low-income, low achievement, disabilities, limited English proficiency, gender, and institutionalization.

According to Administrative Provisions under Title V, Part B, vocational education means "organized educational programs offering a sequence of courses that are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Such programs shall include competency-based applied learning that contributes to an individual's academic knowledge, higher-order reasoning, problem-solving skills, work attitudes, general employability skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society. Furthermore, vocational education services and activities described in Title II may include programs that involve students in addressing the needs of the community in the production of goods or services that contribute to the community's welfare or that involve the students with other community development planning, institutions, and enterprises. In addition, academic credit may be granted for vocational education courses that integrate core academic competencies."

Part A: State Programs and State Leadership. Required uses of funds include:

- Professional development activities for vocational and academic teachers, including inservice and preservice training of teachers in state-of-the-art programs and techniques, including the integration of vocational and academic curricula.
- Development, dissemination, and field testing of curricula that integrate vocational and academic methodologies and that provide a coherent sequence of courses through which academic and occupational skills may be measured.
- Assessment of programs, including the development of performance standards and program improvement and accountability.

Part C: Secondary, Postsecondary and Adult Education Programs. Local education agencies develop plans incorporating the following kinds of activities:

- Upgrading of curriculum.
- Purchase of equipment, including instructional aids.
- Inservice training for vocational and academic teachers on integrating vocational and academic education.
- Guidance and counseling.
- Remedial courses.
- Adaptation of equipment.
- Tech-prep education programs.
- Supplementary programs to meet the needs of special populations.
- Special populations coordinator.
- Apprenticeship programs.
- Programs tied to economic development efforts in the state.
- Programs that train in all aspects of an occupation.
- Comprehensive mentor programs in institutions of higher education that offer comprehensive teacher education programs and seek to use the skills and work experience of current or former business and industry employees who are interested in becoming classroom instructors and to meet the needs of vocational educators who wish to upgrade their teaching competencies.
- Provision of less costly or unavailable education services and training through private institutions.
- Administrative costs (5% only).

EDUCATION

Agency

U.S. Department of Education, Division of Vocational-Technical Education, Office of Assistant Secretary for Vocational and Adult Education, 400 Maryland Avenue, S.W., Washington, DC 20202-7323, 202-205-9441.

Inservice Training. The Oakland Department of Career, Vocational and Continuing Education in California hosted a "Curriculum Integration Staff Development Day" to inform teachers of key provisions of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. Participants included vocational and academic teachers, representatives of the University-Oakland Metropolitan Forum and the Mayor's Office, and guest speakers from the Center for Law and Education in Washington, D.C. and exemplary programs nationwide. To meet the Act's new provisions for involving students in addressing the needs of the community, the workshop focused on community development as the vehicle for integrating academic and vocational education. Teachers planned several models, including a project to construct housing facilities to provide both a home and job training for homeless students and a project to develop creative advertising strategies that promote meaningful, community-oriented messages about local products and services. The Oakland Unified School District has been particularly successful in using community development as the integrating focus for vocational education. In 1992, the district was awarded a two-year \$250,000 Youth Apprenticeship grant from the U.S. Department of Labor to implement Healthworks, an interdisciplinary curriculum that will enable students in existing academy programs in Law and Government, Health and Bioscience, Media and Mass Communications, and Computer Technology to address the health industry in Oakland.

Special Populations. Project Oases in Pittsburgh Middle Schools is designed to motivate at-risk eighth-grade students who show a lack of self-esteem, poor attitude, and disinterest in school and school work. The selected students spend three out of seven class periods in eight weeks of occupational training at the OASES instructional shop. Following an orientation period, students volunteer in the community. Students employ their skills in construction and restoration, such as building a playhouse for mentally retarded children at a community center; painting for the Salvation Army; constructing an entrance ramp for a double amputee; and repairing dwellings for nonprofit organizations, the city, and the public schools. Many participating students have made the honor roll and have fewer behavioral and discipline problems.

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Integration of Academic and Vocational Education. The Ridge School of Technical Arts (RSTA) in Cambridge, Massachusetts, has restructured its educational program to embody two principles established by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990: the integration of vocational and academic education; and the linking of vocational education to community development. Teams of academic and vocational teachers at this "school within a school" have redesigned the curriculum to integrate the study of science, social studies, math, and language arts around project work—investigation of the city; assessment of social and economic needs; and planning and operation of community enterprises to meet needs. During the 9th grade sequence called CityWorks, the city of Cambridge serves as the "text" in which students investigate its industries and trades, services, people, neighborhoods, and architecture. Under the guidance of staff from city agencies, students use a variety of media and technology to create artifacts of the city—maps, guides, oral histories, photographs, videos, and scale models—and present their work to real audiences. During the 10th grade sequence called Industries, students design and present sophisticated models of what their city could be like if it used its resources more effectively to address social and economic needs. Such models might include a system of mass transportation or a child care center. In the 11th and 12th grade, students participate in rebuilding or recreating their city by concentrating in certain cluster areas—communication, food, construction, natural resources, and transportation. Within these cluster areas, students establish and operate community enterprises or participate in apprenticeship programs related to teaching, health care, the hotel industry, and other areas.

The RSTA program challenges the narrow, occupational skills training offered in traditional vocational education. Throughout their work, students become involved with all aspects of planning a business or community service, as well as with the politics, people, and history of their community, nation, and world. This involvement allows students to develop many important skills, including teamwork, writing, speaking, designing, research, planning, and organization. Assessment is conducted through portfolio and exhibition, tools that document and demonstrate student knowledge, experience, and skills. As a wing at the Cambridge Ridge and Latin School, the only public high school in the city, the RSTA program attracts one fifth of all entering ninth graders—80% at-risk of dropping out, 58% students of color, 52% students with special needs, 46% bilingual, and 15% limited English proficient. In the program's first year, attendance increased to 93%, no students dropped out, and passing rates for academic classes increased significantly. Funds for development and implementation of the program come from local, state, and federal funds, including the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. Through a grant from the DeWitt Wallace-Reader's Digest Fund, the RSTA staff is creating a national network to deliver technical assistance to school districts across the country who want to replicate this revolutionary approach to vocational education.

Integration of Academic and Vocational Education. A career academy is an educational program taught by a team of teachers who integrate academic and vocational education around a career theme. Programs, which often feature paid work experience, exist in a variety of forms—as a "school-within-a-school," as an entire high school, or as a choice among several occupational areas within one high school. In the past 25 years, the academy concept has transcended beyond occupational training to encompass preparation for a variety of jobs and careers within an occupational area. These programs prepare students for full-time jobs immediately upon graduation as well as for advanced technical, undergraduate, and graduate education. Academies in California, Philadelphia, Chicago, and New York have focused on a diverse range of occupational areas, including finance, health care, graphic arts, electronics, media, visual arts, engineering, agriculture, aviation, and other manufacturing, business, and service-related industries.

The environmental technology and horticulture academy at **Abraham Lincoln High School in Philadelphia, Pennsylvania**, is dedicated to both beautifying the community and educating students uninspired by traditional methods. The racially diverse student population consists of students in grades 9-12 who are both college and non-college bound. Upon graduation, they receive a competency certificate issued collectively by environmental agencies. Throughout their education, students engage in a variety of service-learning activities as part of their classes. For example, the academy has been named by state and federal environmental agencies as the official air and water quality monitoring station for northeast Philadelphia. Students have provided the city and state with hundreds of water, soil, air, and radon samples, and have helped community groups with their political efforts to clean up their neighborhood creeks and streams. In addition, students have conducted a horticulture therapy program for the elderly patients and residents of hospitals and nursing homes; designed and installed a historically accurate federal garden at the Atwater Kent Museum; and planted specialty gardens in Fairmount Park. Students have also taken their lessons broad, visiting and studying the rain forest in Costa Rica and traveling and working with students in Russia to establish the first American/Russian Environmental Education Center in Novgorod, Russia. The Center in the United Soviet Republics now has a satellite center in Philadelphia. In recognition of the students' work, the business community has contributed over \$2 million in laboratory equipment. The academy receives funding from PennServe grants, private donations, and funding from Philadelphia Academy, Inc.

EDUCATION

Source	<i>Vocational Education—Community-Based Organizations, Carl D. Perkins Vocational and Applied Technology Education Act, Title III, Part A, Public Law 101-392, 20 U.S.C. 2301 et seq.</i>
Eligibility	State Boards of Vocational Education. Private nonprofit organizations and local educational agencies or postsecondary institutions apply jointly to State Boards.
Amount	\$16,956,578 was distributed in FY 92 by formula, based on state population and per capita income. Financial Assistance ranged from \$6,499 to \$2,297,950, with an average award of \$232,282. FY 93 estimate is \$12,186,922.
Uses	Collaborative efforts to improve vocational education, including the following activities: • Outreach programs • Transitional services • Prevocational educational preparation and basic skills development • Prevocational preparation for disadvantaged and limited-English-proficient students • Career intern programs • Model programs for school dropouts • Student needs assessment • Guidance and counseling
Agency	U.S. Department of Education, Office of Assistant Secretary for Vocational and Adult Education, Division of Vocational-Technical Education, 400 Maryland Avenue, S.W., Washington, DC 20202-7323, 202-732-9441.

Through the Action Learning Internship Program sponsored by the Erie 1 Board of Cooperative Educational Services in Lancaster, New York, high school students may volunteer for 8 hours a week over a 20-week period. All 9th-12th grade students throughout the school district are eligible to participate for academic credit from their respective schools. Students can explore future careers in the education, health care environment, arts, government, and legal and criminal justice systems while they apply academic and problem-solving skills. These unpaid internships entrust students with a variety of responsibilities to give them a sense of all aspects of a particular career. Weekly seminars enable students to reflect on events, assess progress, analyze problems, share ideas, and plan and implement group activities. Students also produce a demonstration project related to their field experience that they share with the seminar group. The projects are direct applications of the knowledge and skills students have learned on the job. Student evaluations by sponsoring employers contribute 20% to their overall grade. Through their internships, students develop valuable work-related skills and employer contacts, as well as a sense of responsibility, independence, and motivation.

EDUCATION

Source	<i>Tech-Prep Education, Carl D. Perkins Vocational and Applied Technology Education Act, Title III, Part III, Part E, Section 343, Public Law 101-392; 20 U.S.C. 2394.</i>
Eligibility	State boards of vocational education through the state plan application. Eligible subgrantees are consortia of local educational agencies, area vocational education schools serving secondary school students, secondary schools funded by the Bureau of Indian Affairs, and postsecondary institutions.
Amount	\$116,103,000 was distributed in FY 93 by formula, based on state population and per capita income. Financial assistance ranged from \$85,112 to \$15,319,015, with an average award of \$2,184,704. FY 93 estimate is \$107,202,357.
Uses	Consortia will develop and operate a 4-year apprenticeship program that combines the last two years of secondary school with the first 2 years of postsecondary education. This program should consist of a common core of required proficiency in mathematics, science, communications, and technologies designed to lead to an associate degree or certificate in a specific career field. Funds may also be used to provide inservice training for teachers and counselors, equipment, technical assistance, and access for members of special populations.
Agency	U.S. Department of Education, Division of Vocational-Technical Education, Office of the Assistant Secretary for Vocational and Adult Education, 400 Maryland Avenue, S.W., Washington, DC 20202-7241, 202-205-9441.

Through an "articulation agreement" among high schools and community colleges, Tech-Prep programs offer a coordinated sequence of academic and technical courses leading to a certificate or an associate degree in a technical field. Coordination usually occurs among the last two years of high school and the first two years of postsecondary education (2+2), but may include the attainment of a baccalaureate degree (2+2+2). Career fields often focus on technology, manufacturing, and engineering, but also include the helping professions like child care and health care. In addition, Tech-Prep programs, which often feature paid work experience, may involve students in applying their academic and technical skills to provide a service to the community. One such model is the Graphic Communications Center at Lakeland High School in Minocqua, Wisconsin. The Center involves graphic arts, special education, journalism, and at-risk students in producing high-quality offset printing to over 300 local nonprofit agencies, including schools, city government, Indian tribes, and community-based organizations. The program has evolved from a specialized training program to a sophisticated academic and technical education program that covers all academic areas and emphasizes both theory and application. Through an articulation agreement with Nicolet Area Technical College, the Center provides up-to-date education in business and telecommunications. These institutions are tied via modem so that students may use electronic mail, databases, modem dictation, and other technological advances. Not only does this program provide needed services to nonprofit organizations, but it also provides relevant and advanced training for students. The Center receives support from both the Job Training Partnership Act (U.S. Department of Labor) and the Carl D. Perkins Vocational and Applied Technology Education Act.

EDUCATION

Source	<i>National Programs, Carl D. Perkins Vocational and Applied Technology Education Act, Title IV, Parts A and B, Public Law 101-392</i>
Eligibility	State educational agencies, State Boards of Vocational Education, local educational agencies, area vocational schools, postsecondary institutions, and other public and private agencies, organizations, and institutions, or consortia.
Amount	\$31,585,000 is appropriated for fiscal year 1993 to be awarded on a competitive basis under several different grant programs.
Uses	Demonstration projects for vocational-technical education. Discretionary funds are appropriated under the Perkins Act, the Appalachian Regional Development Act, the Omnibus Trade and Competition Act, and other discretionary funds transferred and allotted to the Office of Vocational and Adult Education. Discretionary grant competitions conducted in fiscal year 1992 included the following: <u>Cooperative Education Demonstration Program.</u> Demonstration projects that successfully coordinate between the private sector and public agencies to assist vocational education students attain the advanced level of skills needed to make the transition from school to productive employment. <u>Demonstration Projects for the Integration of Vocational and Academic Learning Program.</u> Development, implementation, and operation of programs using different models of curricula that integrate vocational and academic learning.
Agency	U.S. Department of Education, Office of Vocational and Adult Education, Division of National Programs, 400 Maryland Avenue, S.W., Washington, DC 20202-7326, 202-205-9274/9962.

EDUCATION

Source *Youth Training Program, Job Training Partnership Act (JTPA) of 1982, as amended, Titles IIC, as amended; Public Law 102-367, 29 U.S.C. 1501 et seq.*

Eligibility Governor designates service delivery areas (SDAs) and approves job training plans. Funds flow to local Private Industry Councils (PICs). Educational institutions, trade schools, and community-based organizations are eligible to enter into contracts with PICs administering job training programs within an SDA.

Amount \$696,682,000 is appropriated in Program Year 1992 (beginning July 1 and ending June 30) under Title IIC, for distribution by statutory formula based on state levels of unemployment and poverty. 77% of funds are awarded to SDAs for the operation of JTPA programs by local PICs. Of the remaining 23%, 5% is reserved for incentive grants; 8% for education coordination (requires a 50% match); 5% for Governor's training program for older workers; and 5% for other state training programs, administrative and auditing costs, and funding of the state Job Training Coordinating Council.

Uses Programs that improve the long-term employability of youth and seek to enhance their educational, occupational, and citizenship skills.

Eligibility. 65% of in-school participants must be economically disadvantaged youth ages 14-21 who are: basic skills deficient; one or more grade levels below appropriate; pregnant or parenting; disabled or possessing a learning disability; homeless or runaway; or an offender. 65% of out-of-school participants must be economically disadvantaged youth ages 16-21 who are school dropouts or who fit any of the above categories. Up to 10% of participants may be exempt from the economically disadvantaged requirement if they face serious barriers to employment. The ratio of in-school to out-of-school youth is 50%. Participants may also include individuals participating in schoolwide projects in Chapter 1-eligible schools where not less than 70% of the students fit the categories described above. These individuals are not counted in the ratio.

Governance. The state Job Training Coordinating Council (SJTC) is appointed by the Governor and is composed of representatives from business and industry, organized labor, community-based organizations, state legislature, state agencies, and the general public. The SJTC reviews human resource programs, examines gaps in service delivery, and makes recommendations to the Governor on how to better administer job training programs and coordinate human resource programs in the state. States also have the option of establishing a Human Resource Investment Council (HRIC) to coordinate federal human resource investment programs. Membership must include at least 15% representation from the business, labor, and education communities. Councils must include one education representative from each of the following: local public education, postsecondary institution, vocational education, and the state educational agency.

At the local level, Private Industry Councils (PICs) are composed of representatives from the private sector, education, organized labor, community-based organizations, welfare agencies, rehabilitation agencies, economic development agencies, and the public employment service. PICs plan and oversee job-training programs and enter into performance-based contractual arrangements with local service providers, such as educational institutions, trade schools, and community-based organizations.

Education Coordination. Expenditure plans must be developed jointly by the Governor and the state education agency. Funds may be used to provide school-to-work transition services; literacy and lifelong learning opportunities; coordinated statewide approaches to train and place women in nontraditional employment; and coordinated service delivery or support activities of a Human Resources Investment Council. With regard to school-to-work, proposed activities must increase the number of youth staying in or returning to high school; outline the work-based curriculum that will link classroom learning to work-site experience; provide opportunities for career-path employment and postsecondary organizations; and coordinate with other JTPA titles, the Elementary and Secondary Education Act, Carl D. Perkins Vocational and Applied Technology Education Act, Individuals with Disabilities Education Act, Adult Education Act, JOBS, McKinney Homeless Act, and the National and Community Service Act of 1990.

Activities. Program must assess the skill levels and needs of participants, develop service strategies that identify employment goals, review progress, and where appropriate, provide the following types or combinations of activities:

- Schoolwide projects in Chapter 1-eligible schools that complement the educational program of the school.
- Tutoring and study skills training.
- Mentoring.
- Training combined with community and youth service opportunities in public and private nonprofit institutions and organizations, including youth corps programs.
- School-to-work transition activities and services.
- School-to-postsecondary education transition services.
- School-to-apprenticeship transition services.
- Preemployment and work maturity skills training.
- Supportive services.
- Career and job counseling.
- Case management services.
- Vocational exploration, preapprenticeship programs, work experience, and advanced career training that provides a formal combination of on-the-job training and institutional training and internship assignments.
- Programs to develop work habits and other services to individuals to help them obtain and retain employment.
- Literacy and language training.

- Dissemination of information on program activities to employers.
- Programs coordinated with other federal employment-related activities.

SDAs must establish formal linkages with local educational agencies; other federally funded education and training programs, such as Chapter 1 and vocational education; and appropriate partners such as public housing authorities, community-based organizations, business, volunteer groups, and juvenile justice and social services systems.

SDAs must make opportunities available for successful participants to volunteer to help current participants in the form of mentoring, tutoring, and other activities.

Agency

U.S. Department of Labor, Employment and Training Administration, 200 Constitution Avenue, N.W., Washington, DC 20210, 202-219-5580.

Local Project. UCLA Field Studies Development and the **Los Angeles Unified School District** have developed experience-based education programs that operate in a variety of settings—comprehensive high schools, a continuation school, a "school-within-a-school," and an alternative school. The programs allow at-risk secondary school students to spend two days a week at community field sites to learn applications of basic skills and academic subjects. Students negotiate learning activities from their field sponsors through an independent contracting process whereby written plans are produced that define learning objectives and document the kind of academic credit to be awarded for the experiences. Credit is typically earned in academic courses such as English, social studies, math, business, science, Exploratory Work Experience, and Independent Living. The school district supplies regular classroom teachers and transportation. UCLA provides university students who work as mentors to provide tutoring, coordination support, and development of field and job sites as part of their academic programs in English, sociology, anthropology, urban planning, and education. UCLA faculty teach the classes that involve this field work, and UCLA staff collaborate with other local colleges and universities to develop academic tutorial programs that support high-risk youth in schools.

The curriculum is based on a model developed by the federally funded Far West Laboratories for Education and Research: student interests are developed into individual learning programs that connect field experiences to more traditional classroom learning. Although the focus of the program is general education, there are also job-training opportunities: students who do well in their academic field work are eligible to do 100 hours of subsidized work in a job of their choice, where they learn specific occupational skills. In addition, the Private Industry Council of Los Angeles has identified numerous competencies associated with preemployment, work maturity, basic skills, and job-specific skills; and students work on these goals as part of their academic program. According to students and teachers, the program has resulted in improved student attendance, behavior, motivation, attitudes, and achievement. It is financially supported by the City of Los Angeles Community Development Department from JTPA funds.

Education Coordination. Massachusetts Commonwealth Futures is an interagency collaboration among state agencies and local communities to address the needs of at-risk youth. A Steering Committee, composed of the Governor's education adviser and Cabinet-level secretaries for Human Services, Economic Affairs, and Education, plan with an Interagency Work Group to address barriers to collaboration and provide funding and technical assistance to local communities with high concentrations of at-risk youth. Local planning teams representing schools, government, human services, and Private Industry Councils were established to develop comprehensive communitywide plans to: (1) build a youth-serving system through the linkage of current programs and systems; (2) facilitate systemic school change through school restructuring; and (3) raise community awareness and build partnerships to sustain changes and increase job and higher education opportunities for youth.

Communities received funding to implement local plans that included: major reorganization of middle grades, such as clustering, team teaching, mentoring and new instructional strategies; development of case management systems and school/human service collaboratives; strong summer programs and transition services for entering ninth graders; outreach services for dropouts; and job and college awareness experiences for youth. Through a \$75,000 planning grant from the Edna McConnell Clark Foundation, the Commonwealth Futures initiative was able to leverage \$495,000 in other funds, including JTPA 8% education coordination funds, Department of Education Dropout Prevention funds, and a state appropriation. In addition, SDAs contribute local JTPA program funds to implement local programs.

EDUCATION

Source	<i>Summer Youth Employment and Training Program, Job Training Partnership Act (JTPA) of 1982, as amended, Title IIB, as amended; Public Law 102-367, 29 U.S.C. 1501 et seq.</i>
Eligibility	Governor designates service delivery areas (SDAs) and approves job training plans. Funds flow to local Private Industry Councils (PICs). Educational institutions, trade schools, and community based organizations are eligible to enter into contracts with PICs administering job training programs within an SDA.
Amount	\$682,912,000 was distributed in Calendar Year (CY) 1992 by formula based on state levels of unemployment and poverty. CY 93 estimate is \$670,674,000.
Uses	Programs designed to enhance the basic educational and citizenship skills of youth, encourage school completion or enrollment in supplementary or alternative programs, and provide eligible youth with exposure to the world of work. Eligibility is restricted to economically disadvantaged youth ages 14-21. SDAs are required to establish written program goals and objectives for program evaluation, including improvement in school retention and completion, academic performance, employability skills and demonstrated coordination with local educational agencies, law enforcement agencies, and drug and alcohol abuse prevention and treatment programs. Up to 15% may be reserved for administration. Programs and activities may include: • Basic and remedial education • Institutional and on-the-job training • Work experience • Employment counseling • Occupational training • Preparation for work • Outreach and enrollment activities • Employability assessment • Job referral, placement, search, and club activities • Youth corps programs • Activities that use linkages with appropriate educational training programs authorized by law • Supportive services to enable individuals to participate in the program. Basic and remedial education may be provided by a JTPA year-round program, Job Corps, youth corps, a JOBS program, alternative or secondary school, or other education and training program. Programs must provide each participant with an objective assessment work experience, employability, interests, and aptitudes.
Agency	U.S. Department of Labor, Employment and Training Administration, 200 Constitution Avenue, N.W., Washington, DC 20210, 202-219-5580.

The Youth Environmental Education Service Corps was established by the Governor of Michigan in 1992 to offer a diverse youth population—urban, rural, white, black, Hispanic, Native American, and physically challenged—a unique employment experience. With the support of 27 local Service Delivery Areas under the Job Training Partnership Act (JTPA), students from across the state participated in health care screenings, skill assessments, and the development of a Personal Plan of Action—an inventory of experience and education and the steps required to achieve personal and professional goals. During the summer, students lived at residential camps in northern Michigan to work at minimum wage on locally identified projects, such as fish and wildlife habitat restoration, roadside park improvement, trail development, river bank stabilization, and other environmental and community service activities. Through this immersion experience, students received extensive training in environmental education, safety topics, and leadership skills. SDAs provided follow-up and evaluation, using participants' Personal Plan of Action as a guide for further education, training, and job placement services.

Direct funding was provided by the Michigan Department of Education, the National and Community Service Act, and JTPA Title IIB, with additional support from the Michigan Department of Natural Resources, the U.S. Forest Service, Michigan Technological University, and Consumer Powers Company.

The Living Classrooms Foundations Maritime Institute Project is a six-week summer program designed to help at-risk youth ages 14-17 develop academic and work-related skills. Students from the District of Columbia and Baltimore, Maryland, work together to build small rowing/sailing crafts, the production of which reinforces basic math skills. Weekly shipboard experiences, navigational exercises, and the upkeep of the ship's journal also provide a practical context for applying a variety of academic skills. Finally, students serve as apprentices and conduct scientific research, such as testing the waters of the Chesapeake Bay. Through this educational process, students learn the importance of diversity and cooperation as they develop valuable problem-solving, communication, and organizational skills. Support is provided by private sources and JTPA Title IIB funds.

EDUCATION

Source *Youth Fair Chance Program; Job Training Reform Amendments of 1992, P.L. 102-367, Title IVH.*

Eligibility Service delivery areas designated by the Governor under the Job Training Partnership Act.

Amount \$100 million is appropriated for FY 93 to be distributed to approximately 25 grantees. Federal funds must be matched with 20% federal non-JTPA funds and 10% non-federal funds.

Uses Programs to improve education and training opportunities for all youth ages 14-21 in high poverty urban and rural areas. Programs must provide a comprehensive array of services such as education, health, housing, employment and training, recreation, and family support components.

Youth program models may include the following:

- Nonresidential learning centers.
- Alternative schools.
- Combined activities including summer remediation, work experience, work readiness training, and school-to-work, apprenticeship, or postsecondary education programs (paid experience permitted).
- Teen parent programs.
- Special programs administered by community colleges.
- Youth centers.
- Initiatives aimed at increasing rural student enrollment in postsecondary institutions.
- Public-private collaborations to ensure private sector employment and continued learning opportunities for youth.
- Initiatives, such as youth corps programs, that combine community and youth service opportunities with education and training activities.

Local educational agencies in the target communities must be designated to provide the necessary activities and resources to achieve educational goals. Programs must also be coordinated with federal, state, and local programs that serve the target population.

Agency U.S. Department of Labor, Employment and Training Administration, 200 Constitution Avenue, N.W., Washington, DC 20210/202-535-0580.

In 1990, a \$2,700,000 Youth Opportunities Unlimited (YOU) grant was awarded to the Philadelphia Private Industry Council to establish a comprehensive program to improve education, training, and job opportunities for youth in West Philadelphia. Funds were used to establish a Community Learning Center at West Philadelphia High School under the auspices of the West Philadelphia Improvement Corps, a school-based neighborhood revitalization and school improvement program. The grant supports the expansion of a "school within a school" that integrates academic subjects with school and community improvement projects. For example, the WEPIC carpentry program is a series of three, year-long courses co-taught by a certified school district teacher and a union carpenter. While the first sequence is an introductory course, Carpentry Tech II and III are double period classes that employ students to perform carpentry work of benefit to the school and community. During class, students might build a playhouse for the adjacent Head Start Center; during their after-school apprenticeship, students might renovate houses for homeless families, build a greenhouse for the local middle school, or rehabilitate and preserve a historic Victorian home. These community projects serve as the integrating focus for acquiring academic and work-related knowledge and skills and for developing an ethic of social responsibility.

The program is formally linked to the apprenticeship training program sponsored by the local carpenters' union and enjoys the strong support of the plumbers', cement masons', and sheet metal workers' unions. The YOU grant also supports a construction training program for young adults where they learn carpentry skills via community service projects and prepare for the General Education Development (GED) examination. In addition to the construction training programs, the grant supports a variety of educational, cultural, and recreational classes for community residents, a teen parent center, career exploration services, and tutoring and mentoring programs for students.

Philadelphia was one of five cities selected to receive a YOU grant under the JTPA Pilot and Demonstration Program, which was established as the Youth Fair Chance Program during the 1992 reauthorization of the Job Training Partnership Act.

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EDUCATION

Source	<i>Employment Services and Job Training—Pilot and Demonstration Programs, Job Training Partnership Act of 1982, as amended, Title IV, Part D, Sections 451, 453, P.L. 97-300, 29 U.S.C. 1731 and 1733.</i>
Eligibility	State and local governments, federal agencies, private nonprofit and profit-making organizations, and educational institutions, although applicant eligibility may be restricted under particular solicitations.
Amount	\$35,753,000 was awarded in FY 92 on a competitive basis, with financial assistance ranging from \$100,000 to \$1,800,000 and averaging \$350,000.
Uses	Applications are solicited under particular grant announcements that vary from year to year. In general, the program seeks to promote and foster new or improved linkages between the network of federal, state, and local employment, training, and human resource agencies and components of the private sector. Funded activities include: • National partnership and special training programs. • Research, demonstration and evaluation programs. • Pilot and demonstration programs. • Capacity building, information, dissemination, and replication activities.
Agency	Administrator, Office of Strategic Planning and Policy Development, Employment and Training Administration, Department of Labor, 200 Constitution Avenue, N.W., Washington, DC 20210/202-219-5677.

In 1990, the U.S. Department of Labor awarded \$10,000,000 for school-to-work demonstration projects. The **Los Angeles Unified School District** received a \$709,766 grant to develop the Workforce LA Youth Academy—school programs with an occupational theme in telecommunications, finance, or public service. For example, the Los Angeles Public Service Academy is a partnership with the City of Los Angeles that seeks to prepare 1,000 young people ages 14-20 for success in school and in the workplace. During the 9th grade, students are part of a "compact" that reinforces the importance of school by rewarding academic performance with summer jobs. In 10th grade, in-school work maturity instruction is added. During the 11th grade, city work experiences become more career-oriented and are accompanied by in-school training. In the senior year, students make the transition to college, employment, or further training. Overall, this full-time academic program features 12-30 hours of work experience counted toward academic credit, and in some cases, college credit.

The University of Pennsylvania and the West Philadelphia community are transforming a conventional inner-city school into a comprehensive community school that serves as the social, service delivery, and educational hub for the community. The entire academic curriculum at the Turner Middle School will be linked to overcoming the problems of its environment or catchment area, resulting in the development of a community-oriented, project-based, interdisciplinary curriculum; a school-based primary health care facility; and a school-based job training center for catchment area residents. For students, service-learning projects serve as the "strategic, psychological, and pedagogical means" to help students develop academic knowledge and skills as well as to help them become agents of change in their community and educators of their peers, family, and community members. A teacher works as a community-school coordinator to liaison with university faculty, community representatives, volunteers, and school staff and to facilitate "sustained, long-term, face-to-face, communal participatory action research" to bring about this transformation.

This process, initiated as a summer institute for at-risk students, will progress through various developmental phases—as a school-within-a-school and eventually as a schoolwide and communitywide model. Summer institutes serve as the vehicle for developing an integrated curriculum around service, work, and learning goals. During the first summer institute in 1990, students organized and conducted a hypertension screening for adults in the community under the active involvement of faculty and students from the Penn School of Medicine. The screening included a health risk survey, a focused medical history, and supervised blood pressure determinations—accomplished by students—as well as a roundtable discussion between Penn medical faculty and community members on local health needs. The second summer institute in 1991 was funded as a Health Careers Work-Based Learning Project under the U.S. Department of Labor. Building on the lessons of the first summer, the second institute introduced a formal school-to-work component. Students studied specific health care issues in the community, including nutrition, hypertension, smoking, drug and alcohol abuse, cancer prevention, injuries, eye care, and other problems. Then, under the leadership of a Penn Anthropology professor, they used their new knowledge to design and conduct a Community Health Watch—a neighborhood health survey to explore local health habits. Results were compiled for a community health data base and community brochure and newsletter. Based on the results of their survey, students hosted health screenings for community residents related to hypertension, ophthalmology, and cardiovascular risk. Misericordia Hospital, two community health centers, the City Health Department, and the Penn School of Medicine worked with teachers to provide instruction, supervision, career exposure, and on-site experiences at health care facilities. ...(continued)

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These summer institutes have enabled teachers and faculty to experiment, introduce, and institutionalize service-learning pedagogy within the academic curriculum. The curriculum developed during the summer is used at Turner during the regular school year and distributed to other schools in the district. During the school year, students learn all academic subjects through the exploration of health issues and related service-learning projects. In the 6th grade, students participate in nutrition and healthy habits education; in the 7th grade, Community Health Watch education; and in the 8th grade, community history projects and work-based learning activities at local health care facilities. In addition to support from the U.S. Department of Labor, the school has received assistance from the vast resources and academic departments of the University of Pennsylvania, VISTA volunteers, private foundations, local hospitals, and the Pennsylvania Departments of Education and Labor.

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EDUCATION

Students with Special Needs

Source	<i>Bilingual Education, Bilingual Education Act; Elementary and Secondary Education Act of 1965, Title VII, Part A, as amended, Public Law 89-10, Public Law 100-297, 98 Stat. 2370-2387, 20 U.S.C. 3281-3341.</i>
Eligibility	Local educational agencies, institutions of higher education, and private nonprofit organizations.
Amount	\$147,285,000 was awarded in FY 92 on a competitive basis to 800 projects, with financial assistance ranging from \$5,000 to \$500,000 and an average award of \$160,000. FY 93 estimate is \$149,696,000.
Uses	Transitional Bilingual Education Program. Programs that assist students of limited English proficiency in elementary and secondary schools to acquire English-language skills and to meet promotion and graduation standards by providing content area instruction in the native language to the extent necessary. Special Alternative Instructional Program. Programs that have specially designed curricula and provide structured instructional services to allow children to achieve English competence and to meet grade promotion and graduation requirements. Developmental Bilingual Education Program. Full-time instructional programs that provide English-language instruction and instruction in a second language and help students achieve competence in both while mastering subject matter skills. Academic Excellence Program. Programs to develop materials, conduct outreach activities, and provide training and technical assistance to disseminate exemplary bilingual education programs and practices for limited-English-proficient students that have an established record of providing effective academically excellent instruction. Family English Literacy Program. Programs to help limited-English-proficient adults and out-of-school youth achieve English-language competence, encourage parent participation to facilitate the educational achievement of limited-English-proficient children, and enable legal aliens to fulfill educational requirements of the Immigration and Nationality Act. Special Populations Program. Supplementary programs to establish, operate, and improve preschool, special education, or gifted and talented programs for limited-English-proficient students. Other discretionary grant programs may be conducted.
Agency	U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs, 330 C Street, Room 5086, S.W., Washington, DC 20202, 202-205-9700.

From 1988 to 1990, the U.S. Department of Education's Office of Bilingual and Minority Languages Affairs funded the **Valued Youth Program** in **San Antonio, Texas**, as a national research and demonstration model. The program was designed to meet several critical objectives, including the reduction of dropout rates, student truancy and disciplinary referrals, as well as an improvement in students' basic academic skills, self-image, and relationships with peers and adults. In 1988, the program was implemented in four middle schools in two public school districts having low property wealth and large concentrations of Hispanic and limited-English-proficient students. Through this cross-age program, middle school students were matched as tutors with elementary school students. Both tutors and a randomly selected comparison group were chosen because they had limited English proficiency and were below their grade level in reading. The students tutored between 5 and 8 hours per week and were paid the federal minimum wage. As the tutors taught basic skills to younger students, they themselves not only learned the basic skills but also developed a more positive image of themselves that motivated them to stay in school. In fact, at the end of two years, only 1% of the tutors had dropped out as compared to 12% of the other group. In addition to their direct work with young children, tutors take special classes to improve their communication, reading, and writing skills as well as to gain a practical awareness of child growth and development theories. Other components included career awareness, adult mentoring, field trips and parent involvement. The Valued Youth Program is now being replicated by the Intercultural Research Development Association throughout Texas and across the country with a variety of federal and private funds.

In 1992, **LaGuardia Community College** in **Long Island City, New York**, received a three-year, \$600,000 award from the U.S. Department of Education's Academic Excellence program to replicate International High School, an exemplary alternative high school for recent immigrants and limited-English-proficient students. For the past seven years, the school has boasted impressive statistics —average daily attendance exceeds 90%; passing rate for all classes is 85%; dropout rate is less than 10%; and college acceptance rates exceed 90%. All students are grouped heterogeneously by language ability, achievement level, and grade, and work together in small groups to explore subject matter. Courses are often team taught by college and high school faculty, employ interdisciplinary approaches, and integrate the use of technology into the curriculum. To deepen their knowledge and understanding of themselves, the English language, U.S. culture, and future careers, all students participate in the experiential education program, which consists of three social science courses and three internships during grades 9-12. Students spend half a day, four days a week, at their sites developing their professional, cultural, and linguistic skills in real-life situations and a fifth day in an internship seminar. To complement the various internships, students take a series of developmental courses, whose themes progress from personal and career development to family, society, and culture, decision making, and research. Both the Council for the Advancement and Support of Education and the American Association of Higher Education have recognized International High School as a model high school/college collaboration. The National Council of Teachers of English has named the school a Center of Excellence in English Language Arts and for students at risk.

EDUCATION

Source	<i>Indian Education—Special Programs and Projects, (Indian Education Act—Subpart 2) Indian Education Act of 1988, Title V, Part C, Subpart 2, as amended, Public Law 100-297, 25 U.S.C. 2621.</i>
Eligibility	State educational agencies (SEAs), local educational agencies (LEAs), federally assisted elementary and secondary schools for Indian children, and Indian tribes, organizations, and institutions are eligible for planning, pilot, and demonstration programs. SEAs, LEAs, and Indian tribes, organizations, and institutions are eligible for Educational Services programs.
Amount	\$8,220,163 was awarded in FY 92 on a competitive basis to 51 projects, with financial assistance ranging from \$48,020 to \$323,445. FY 93 estimate is \$8,150,130.
Uses	Planning, pilot, and demonstration projects to create, test, and demonstrate the effectiveness of programs for improving educational opportunities for Indian children: • Innovative educational programs for educationally deprived children. • Bilingual and bicultural education programs and projects. • Activities to meet health, nutrition, social, and psychological needs. • Coordination and operation of other federal programs. Educational Services for Indian children not available in sufficient quantity or quality and the demonstration of exemplary program models: • Remedial and compensatory instruction, physical education, and psychological services; comprehensive academic and vocational instruction; comprehensive guidance and counseling; special education; early childhood programs; and bilingual and bicultural programs. • Exemplary and innovative educational approaches, methods, and techniques designed to enrich programs of elementary and secondary education.
Agency	U.S. Department of Education, Office of Indian Education, 400 Maryland Avenue, S.W., Room 2177, Washington, DC 20202, 202-401-1902.

The **National Indian Youth Leadership Project** works to foster traditional Indian cultural values within middle grade youth to help them combat the alienation and social isolation that often leads to substance abuse and school failure. These traditional values include family, service to others, spiritual awareness, challenge, meaningful work, accomplishment, responsibility, consequences, respect, and communication. The first part of the program is an 8-10 day camp where youth are physically and intellectually challenged through outdoor adventure activities. The second part focuses on the youths' application of acquired skills in their communities. This includes the development of a plan for the improvement of self, community, and school through student-initiated service projects designed with the help of peers, teachers, and mentors. Projects have ranged from serving as buddies to younger students to rebuilding a pueblo and repairing nature trails.

EDUCATION

Source	<i>Indian Education Formula Grants to Local Education Agencies (Indian Education Act—Subpart 1), Indian Education Act of 1988, Title V, Part C, Subpart 1, as amended, Public Law 100-297 and 93-638, 25 U.S.C. 2601-2606.</i>
Eligibility	Local educational agencies (LEAs) and schools operated or supported by the Bureau of Indian Affairs (BIA).
Amount	\$56,866,000 was awarded in FY 92 to 1,052 LEAs, 67 tribal schools, and 84 BIA-operated schools. Amount is based on the number of Indian children enrolled by the LEA and per pupil expenditure. Financial assistance ranged from \$670 to \$1,410,644. FY 93 estimate is \$59,304,000.
Uses	• Planning, development, and operation of programs to meet the special educational and/or culturally related academic needs of Indian children, including pilot projects. • Training of counselors relevant to the treatment of alcohol and substance abuse.
Agency	U.S. Department of Education, Office of Indian Education, Office of Elementary and Secondary Education, 400 Maryland Avenue, S.W., Room 2177, Washington, DC 20202, 202-401-1902.

Students at **Hines Elementary School** in rural Eastern **Oregon** are creating an ecosystem in the desert using indigenous flora and historically significant plants. Older citizens are sharing their expertise in gardening with students. Based on their work, students will create an interpretive booklet on area horticulture for residents and visitors. Interviews with families of pioneers, older citizens, and Elders from the Pauite Indian Tribe will facilitate this process.

Unemployment among young adults in **Zuni, New Mexico**, is very high. Although the Zuni economy was traditionally based on agriculture, encroachment on tribal lands has reduced the amount of cultivated land by 83%. To facilitate the transition from school to work and postsecondary education, the **Zuni Public School District** has designed the Zuni School Farm Project. The project integrates academic and vocational agriculture education within a relevant cultural context through multidisciplinary team teaching and an apprenticeship program for high school students. Performance-based assessment methods measure student mastery in seven areas of academic knowledge via an agricultural enterprise project, portfolio, and five presentations. Through this educational process, Zuni students are becoming more connected with their cultural heritage and developing the academic training and skills to become self-sufficient and successful young adults. The U.S. Department of Education's Fund for the Improvement and Reform of Schools and Teaching program provided the funds to implement this project.

EDUCATION

Source	<i>Native American Employment and Training Programs, Job Training and Partnership Act of 1982, as amended, Title IV, Part A, Section 401, P.L. 97-300, 96 Stat. 1368, 29 U.S.C. 1671.</i>
Eligibility	Indian tribes, bands, or groups; Alaskan Native villages or groups; Hawaiian Native communities; public or private agencies selected by the Secretary to serve areas with significant numbers of Indians or Native Americans; and consortia of eligible applicants. The grantee may enter into contracts with any public or private party and award subgrants to units of state and local general government, Indian tribal government, public agencies, or nonprofit organizations.
Amount	\$63,000,000 was distributed in Program Year 1992 by formula based on levels of unemployment and poverty. FY 93 estimate is \$61,871,000.
Uses	Employment and training programs and services, including: • Classroom training, such as vocational education. • On-the-job training in the private or public sector. • Job exploration, counseling, development, search, referral and placement. • Community service employment in such fields as environmental quality; child care; health care; education; crime prevention and control; prisoner rehabilitation; transportation; recreation; maintenance of parks, streets, and other public facilities; solid waste removal; pollution control; housing and neighborhood improvement; rural development; conservation; beautification; veterans outreach; development of alternative energy technologies; and other fields of community improvement. This may include work performed by tribal sponsored or owned income generating enterprises where the profits are used for public functions. • Work experience in organizations authorized to employ community service employment participants. • Supportive services such as transportation, health care, special services for the handicapped, child care, meals, temporary shelter, and financial counseling.
Agency	U.S. Department of Labor, Division of Indian and Native American Programs, Employment and Training Administration, Room N4641, 200 Constitution Avenue, N.W., Washington, DC 20210, 202-219-5500.

Through a \$400,000 grant from the Commission on National and Community Service, the state of **Oregon** is awarding funds to expand youth corps programs. Indian tribes will receive subgrants to manage and operate year-round, full-time conservation and service corps programs that will organize youth to work on Indian lands and Tribal projects. To enhance individual development, a skills assessment is completed for each participant to determine their goals in the areas of education, personal growth, and employment skills. While enrolled, participants receive a living allowance, and, at completion, post-service benefits such as scholarships and grants.

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EDUCATION

Source	<i>Migrant Education—Basic State Formula Grant Program, Elementary and Secondary Education Act of 1965, Title I, Chapter I, Part D, Subpart 1, 20 U.S.C. 2781 et seq.</i>
Eligibility	State educational agencies (SEAs). Local educational agencies with an immigrant school population of at least 3% apply to the SEA for grants.
Amount	\$308,298,000 was distributed in FY 92 by formula, based on each state's per pupil expenditure and its number of migrant students ages 3-21. FY 93 estimate is \$302,773,200.
Uses	Establishment or improvement of programs to meet the special educational needs of children of migratory agricultural workers or migratory fishers. Activities may include academic instruction, remedial and compensatory education, bilingual and multicultural instruction, vocational education, career counseling, and other special services.
Agency	U.S. Department of Education, Office of Migrant Education, Office of Elementary and Secondary Education, 400 Maryland Avenue, S.W., FOB, Room 2149, Washington, DC 20202-6135, 202-401-0742.

Students from **Ohlone Elementary School** and the **University of California, Santa Cruz**, have developed a tutoring and mentoring relationship to develop and enrich the writing and expression skills of both. Students write and exchange letters every week, visit each other's campuses, and participate in social gatherings with families. The program involves bilingual fifth-grade classes at Ohlone, where the student population is 98% Hispanic, 89% Limited English Proficient, 75% Chapter 1-eligible, and 90% AFDC-eligible. The majority are children of migrant workers. The project has redefined the meaning of writing for the elementary school students: through the development and improvement of their literacy skills, they develop strong and important relationships and gain a sense of ownership of the university community and its culture. The fifth graders work together to translate and compose letters, and are sometimes assisted by university students, who in turn are learning Spanish and are supervised by limited-English-proficient students. According to teachers, students of all literacy levels become so engaged in the process that the hardest task is to get them to stop writing. University students, many of whom are first-generation Chicano/Latino college students who are "at risk," statistically, of not graduating from college, participate as part of their literature/composition courses, primarily out of a desire to serve the communities from which they came and give a sense of purpose to their education. As their final project, the university students compose bilingual books on the topic of "the most important thing they have to say" to their younger peers. Many work together to write about issues that have personal relevance for their lives and the lives of the younger students: gangs, drugs, pregnancy, AIDS, the power of literacy, and peer pressure. The young give the older students feedback on their work and also write books themselves for their second-grade buddies. ...(continued)

...(continued) Through these interactions, the younger students learn about the consequences of lifestyle and behavior on their future opportunities. Their newfound literacy also helps them develop the skills and courage to ask questions about politics, injustice, and the social conditions that render them "at-risk." Because of this unique partnership, Ohlone School has been named a Center of Excellence for Students At-Risk by the National Council of Teachers of English.

Fully one-third of the students at **Washington Elementary School** in **Mount Vernon, Washington**, are children of migrant workers. To foster a cooperative learning environment, all students are engaged in service-learning activities that are developed and carried out within each academic unit at every grade level. As part of a science unit, for example, second graders not only started the school's compost bin but helped with the school's landscaping and created an explanatory book for peers and parents. Fourth graders are paired with younger students whom they tutor in reading. In addition, students act as conflict managers to keep peace on the playground. Under the direction of a part-time volunteer coordinator, local community college students serve as teaching assistants, high school students teach Spanish to second and third graders, and parents help with office work. As a result of this schoolwide infusion, reading and math scores have been raised from the poorest in the district to about average, even though 30% of the student population reads English as a second language.

Through the Life Management Skills retreat, migrant children from the **Minnesota** towns of **Moorhead, St. James, and Willmar** have the opportunity to discuss school and community issues, cultural differences, and positive ways of responding to change. Following the retreat, students develop service projects in the communities in which their families have settled. These projects are establishing links with the academic curriculum and helping students make their communities more like a "home"—where their contributions are valued and respected by families and residents alike. The program is also helping to increase cultural mixing, acceptance, and understanding between permanent students and migrant students, whose families travel from as far away as Texas. Planned and implemented by an advisory board representing migrant and permanent communities, these retreats receive support from local school districts and the Migrant Education Unit of the Minnesota Department of Education.

EDUCATION

Source	<i>Migrant and Seasonal Farmworkers, Job Training Partnership Act of 1982, as amended, Title IV, Part A, Section 402, P.L. 97-300, 96 Stat. 1369, 29 U.S.C. 1672.</i>								
Eligibility	Public agencies, units of government, and private nonprofit organizations authorized by their charters or articles of incorporation to operate employment and training programs.								
Amount	\$77,644,000 was distributed in Program Year 1992 on a formula basis to 75 applicants, with financial assistance ranging from \$127,664 to \$5,816,777 and an average award of \$1,282,00. FY 93 estimate is \$78,293,000.								
Uses	To enable seasonal or migrant farmworkers and their dependents to obtain or retain employment through the following means and other supportive services: <table><tr><td>• Classroom training</td><td>• On-the-job training</td></tr><tr><td>• Work experience</td><td>• Job development</td></tr><tr><td>• Education assistance</td><td>• Job placement and relocation assistance</td></tr><tr><td>• Health services</td><td></td></tr></table>	• Classroom training	• On-the-job training	• Work experience	• Job development	• Education assistance	• Job placement and relocation assistance	• Health services	
• Classroom training	• On-the-job training								
• Work experience	• Job development								
• Education assistance	• Job placement and relocation assistance								
• Health services									
Agency	U.S. Department of Labor, Office of Special Targeted Programs, Division of Seasonal Farmworker Programs, Employment and Training Administration, Room N-4641, 200 Constitution Avenue, N.W., Washington, DC 20210, 202-219-5500.								

Every year, the **South Bend Community School Corporation** in Indiana sponsors a summer program to help over 500 migrant students in grades pre-K-10 improve their basic and advanced reading, writing, and math skills. Espousing the philosophy that the best way to learn is to teach, staff consisting of teachers and aides—bilingual Hispanic and Asian students paid through the Job Training Partnership Act—engage in an intensive week-long professional development workshop to design activities around a theme. Themes, such as the arts or math, medicine, and technology, are developed by students from the previous year. During the training, teams of teachers and students develop materials to use with younger children. During the morning, all students work in computer labs and conduct library research to write journals, compose a program newspaper, and develop stories with their parents about their family histories and culture. During the afternoon, younger students choose classes related to the theme, which older students help facilitate through work experiences as teaching assistants, nursing aides, media assistants, and school administration. ...(continued)

...(continued) At the end of the summer, students present a Grand Finale for the community where they exhibit, share, and are recognized for their work. This event often covers issues, such as health, that serve to inform and educate the community. Since its beginning in 1981, every participating student has graduated from high school, and some have gone on to graduate from college, becoming the first in their family to do so. They return to serve as role models for the younger children. Additional partnerships with universities, colleges, churches, community agencies, and Workforce Development Services of Northern Indiana—a local government agency funded through JTPA—have fostered the development of more programs: a Hispanic Girls camp to foster leadership skills, a Parents as Learners program, and a project to help single mothers earn their diplomas. For the past three years, this program has received the Secretary's Chapter 1 National Recognition Program Award for its demonstration of outstanding student outcomes.

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EDUCATION

Source	<i>Special Education—State Grants, Individuals with Disabilities Education Act, Part B, Section 611, as amended, P.L. 91-230, 93-380, 94-142, 98-199, 99-457, 100-630, and 101-476, 20 U.S.C. 1401-1419.</i>
Eligibility	State education agencies (SEAs). Local education agencies (LEAs) apply to SEAs for funds.
Amount	\$1,838,302,000 was distributed in FY 92 by formula, based on the state's ratio of handicapped children ages 3-21 relative to the total school population, with a 12% cap. Financial assistance ranged from \$644,245 to \$152,398,865, with an average award of \$26,596,724. FY 93 estimate is \$2,393,560,000.
Uses	To help provide special education and related services to children with disabilities ages 3-21. States may retain up to 25% of total funds, with 20% for direct services, monitoring, and complaint investigation, and 5% for other administrative costs. 75% of funds are distributed to LEAs and other agencies directly serving children. The state administering office is also required to administer the Education of Handicapped Children in State Operated or Supported Schools program authorized under Chapter 1 of the Elementary and Secondary Education Act. Funds are primarily used to support two areas: • Integration of special and regular education. • Transition of secondary-aged students with disabilities from school to work.
Agency	U.S. Department of Education, Division of Assistance to States, Office of the Assistant Secretary for Special Education and Rehabilitative Services, 400 Maryland Avenue, S.W., Washington, DC 20202, 202-205-8825.

EDUCATION

Source	<i>Education of Handicapped Children in State Operated or Supported Schools, Elementary and Secondary Education Act of 1965, Title I, Chapter 1, Part D, Subpart 2, as amended, Public Law 100-297.</i>
Eligibility	State educational agencies. (SEAs) Local educational agencies (LEAs) participate on behalf of children who were formerly served in state agencies and then transferred to the LEA.
Amount	\$142,130,000 was distributed in FY 92 by formula, based on the state's per pupil expenditure and the total number of children with disabilities, ages birth through 21, counted in average daily attendance. Financial assistance ranged from \$22,967 to \$24,727,529. FY 93 estimate is \$127,264,000.
Uses	Funds are used to supplement the provision of early intervention or special education and related service to children with disabilities. The state office that administers the state grant program under the Individuals with Disabilities Education Act, Part B, is also required to administer this program. Authorized activities include, but are not limited to, the following: • Services in early intervention, preschool, elementary, secondary, and transition programs. • Acquisition of equipment and instructional materials. • Employment of special personnel and education aides. • Training of teachers, parents, and other personnel. • Training in the use and provision of assistance devices. • Training of nonhandicapped children to facilitate participation with handicapped children in joint activities. • Training of employers and personnel involved in the transition of school to work and independent living. • Outreach activities to identify and involve handicapped children and their families more fully in a wide range of educational and recreational activities in their communities. • Planning, evaluation, and dissemination.
Agency	U.S. Department of Education, Division of Assistance to States, Office of the Assistant Secretary for Special Education and Rehabilitative Services, 400 Maryland Avenue, S.W., Washington, DC 20202, 202-205-8825.

State-Level Activity

Service learning provides students with disabilities the opportunity to work with their nondisabled peers, improve their self-image, and become more fully integrated into their community. To further these goals, the **Maryland Student Service Alliance**, housed in the Maryland State Department of Education, provides training and technical assistance to help teachers, schools, and school districts integrate service learning into special education programs. Through grants from the Joseph P. Kennedy Foundation, the Alliance has conducted pilot programs and developed a curriculum to assist teachers to involve their students with disabilities in service-learning projects. In addition, the Alliance has trained over 90 special education teachers in 12 school districts on the nuts and bolts of service learning. During this training, teachers develop an action plan for incorporation into the classroom and receive ongoing technical assistance. Currently, over 900 students with a wide range of disabilities, including mental retardation, learning disabilities, and emotional disturbance, are participating in service-learning activities. Teachers report that students demonstrate improved self-esteem, more consistent completion of assignments, improved social skills, and improved relationships with nondisabled students. To comply with a new state service-learning graduation requirement for all students, the Alliance is working with school districts to ensure that provisions are made for the inclusion of students with disabilities.

School-Level Projects

At **Louis Armstrong Middle School in Queens, New York**, special education students meet regularly with first graders from a local elementary school to read aloud to the younger children. The students practice in seminars with help from the guide *Reading, Writing, and Reviewing: Helpers Promoting Reading*, which outlines strategies for teaching adolescents how to choose, critique, and read aloud children's books. According to their teacher, previously reluctant readers are not only increasing their reading ability but their self-confidence, leadership, and personal communication skills.

At **Oakland Mills High School in Columbia, Maryland**, service learning has helped facilitate the inclusion of students with all kinds and levels of disabilities into the mainstream. For example, students with severe to profound disabilities coordinate the school's recycling and beautification program. They work in teams with nondisabled students, collecting and sorting paper and aluminum, as well as planting trees and flowers. In addition, students serve individually or in small groups at a local day care center and meet regularly to reflect on their service. Students with less severe disabilities, including emotional and behavioral disorders, serve their school as peer mediators. They work in pairs with nondisabled students, providing mediation services to students who are referred to their principal by the vice principal as a last resort before suspension from school. ... (continued)

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A special building construction curriculum at **Mon Valley Secondary School** in **Clairton, Pennsylvania**, prepares special education students with the marketable skills to make successful transitions from school to work. Created through the modification of existing programs, this industry production and maintenance program is specially designed for students with special needs, ages 14-21. Students develop the capabilities, perception, and attitudes essential to acquiring decision-making and problem-solving skills by performing a sequenced series of tasks at work stations. Progress is assessed through a pre- and post-test analysis and incorporated within each student's Individualized Education Plan. Students apply their various skills in carpentry, iron work, cement work, and finishing by working for 10 school districts and the community, doing such jobs as building sidewalks, widening handicapped-access areas, and constructing sheds for senior citizens. When the school board solicited bids to build a railing and retaining wall behind the school, the class not only submitted a proposal and won the contract, but completed the work for less than the original cost estimate. For students, the work has become a source of pride and satisfaction, and community and business members have developed more favorable perceptions about the employability of people with disabilities.

The Young Adult Center of the **San Juan Unified School District** in **California** is assisting seriously emotionally disturbed students in their transition from school to adulthood. Through Project M.E.S.H. (Mainstreaming for Emotional and Social Health), every student contributes over 600 hours of service on and off campus via their academic classes and a community service course. Interns from California State University, Sacramento, assist the program as facilitators and teachers' aides. Through their participation, students are applying classroom learning and building positive relationships with each other and members of the community.

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EDUCATION

Source *Individuals with Disabilities Education Act, Part C, D, and E, P.L. 91-230, 93-380, 94-142, 98-199, 99-457, 100-630, and 101-476.*

Eligibility In general, public and private nonprofit agencies and institutions, including institutions of higher education, and state and local educational agencies.

Uses Services for Children with Deaf-Blindness. Training, technical assistance, research and demonstration to improve early intervention, special education and related services for children with both deafness and blindness.

\$12,993,000 was awarded in FY 92 on a competitive basis to 53 projects, with financial assistance ranging from \$16,000 to \$940,000 and an average award of \$180,000. FY 93 estimate is \$12,831,520.

Early Education for Children with Disabilities. Experimental, research, demonstration, training, technical assistance, dissemination, and outreach projects to improve special education and intervention services for children with disabilities, birth through age eight.

\$25,000,000 was awarded in FY 92 on a competitive basis to 32 projects, with financial assistance ranging from \$50,000 to \$2,200,000. FY 93 estimate is \$25,167,000.

Secondary Education and Transitional Services for Youth with Disabilities. Demonstrations, evaluations, studies, research, development, and state systems projects to improve and coordinate education, training, and related services for youth with disabilities who are currently in school or have recently left school to assist them in the transition to postsecondary education, vocational training, competitive employment, and continuing education.

\$3,967,000 was awarded in FY 92 on a competitive basis to 27 projects, with financial assistance ranging from \$100,000 to \$150,000. FY 93 estimate is \$4,146,560.

Special Education—Special Education Personnel Development and Parent Training. Training and special projects to improve the quality and increase the supply of teachers, supervisors, administrators, researchers, teacher educators, speech correctionists, paraprofessionals, specialists in physical education/recreation and vocational/career education, volunteers, and parents in the education of handicapped children.

\$101,751,000 was awarded in FY 92 on a competitive basis to 358 projects, with financial assistance ranging from \$8,000 to \$1,072,000 and an average award of \$125,000. FY 93 estimate is \$102,522,537.

Disabled—Innovation and Development. Research, innovation, development, and demonstration projects designed to improve the instruction and learning of infants, toddlers, children, and youth with disabilities and advance the use of this knowledge by special education personnel via information networks and preservice and inservice training.

\$20,916,000 was awarded FY 92 on a competitive basis to 60 projects, with financial assistance ranging from \$4,000 to \$700,000 and an average award of \$154,000. FY 93 estimate is \$20,634,965.

Agency

U.S. Department of Education, Office of Assistant Secretary for Special Education and Rehabilitative Services, Special Education Programs, 400 Maryland Avenue, S.W., Washington, DC 20202, 202-205-8825.

The State of **West Virginia** has organized a coalition to implement, improve, and expand community service projects that engage youth with disabilities. Partners include West Virginia University's Affiliated Center for the Developmentally Disabled, the West Virginia Department of Education—Office of Special Education Programs, Division of Rehabilitation, and Special Programs and Support Services, the West Virginia Schools for the Deaf and Blind, and the West Virginia Institute for Service Learning. The project builds on existing initiatives, including West Virginia's Serve-America program funded by the Commission on National and Community Service and statewide programs for students with disabilities funded by the U.S. Department of Education, including the delivery of services to children with deaf-blindness, the preparation of teachers of the visually and hearing impaired, and the West Virginia Transition Systems Change Project. The State Department of Education will integrate these statewide systems and use the Individuals with Disabilities Education Act of 1990 as a conceptual framework to implement, improve and expand service-learning opportunities for students with visual and hearing impairments. Specific activities include the following:

- Sponsoring pilot programs to link service learning to school-to-work transition initiatives.
- Demonstrating how interagency agreements can support the coordination and maximization of efforts to improve education for students with disabilities.
- Demonstrating how Serve-America grantees can incorporate and expand service-learning opportunities for students with disabilities.

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- Conducting training and technical assistance for other states.
- Establishing interstate cooperative agreements to improve training modules and curriculum designs that focus on involving disabled youth in service learning.
- Organizing regional summer camp experiences to train teachers and other education personnel in successful techniques and strategies that facilitate the integration and involvement of students with disabilities into community service.
- Producing videos, "how to" manuals, and standards of quality to facilitate the involvement of youth with disabilities in service-learning activities.
- Demonstrating how to organize networks for data and resource exchanges to improve education for students with disabilities.
- Interface with West Virginia University's Assistive Technology System to improve the capability of individuals with disabilities to engage in community service.

EDUCATION

Source	<i>Education for Homeless Children and Youth—Grants for State and Local Activities, Stewart B. McKinney Homeless Assistance Act of 1987, Section 722 and 723, as amended.</i>
Eligibility	State educational agencies. Local educational agencies (LEAs) are eligible for subgrants.
Amount	\$26,135,000 was distributed in FY 92, based on the Chapter 1 formula, with financial assistance ranging from \$50,00 to \$440,807 and an average award of \$91,389. FY 93 estimate is \$24,960,000.
Uses	State Activities. States may use funds to establish an office to identify homeless children and youth; develop and implement a plan to enable homeless children and youth to enroll in, attend, and achieve success in school; and develop and implement programs for school personnel to heighten their awareness of specific problems of homeless children and youth. Exemplary Grants. States award grants for exemplary programs that successfully address the needs of homeless students in the elementary and secondary schools, including preschool programs and before- and after-school and summer educational programs.
Agency	U.S. Department of Education, Compensatory Education, Office of Elementary and Secondary Education, 400 Maryland Avenue, S.W., Room 2043, Washington, DC 20202-6132, 202-401-1692.

The Pennsylvania Department of Education conducts technical assistance to school districts on how to educate homeless students. Schools invite the state McKinney program coordinators to present to audiences composed of citizens groups, guidance counselors, and school administrators. These tailored presentations address the issue and stigma surrounding presence of homeless individuals and families in the community. Presentations offer several models for all grade levels to help ease the integration of homeless children within the school. To accompany this workshop, state McKinney program coordinators developed a guide that profiles exemplary curricula for teaching about homelessness and meeting the needs of the homeless. This resource tool for teachers includes sample K-12 lesson plans, reading lists, and program models that are integrated into the core curriculum and provide opportunities for student preparation, community service, and reflection. Copies of "Homelessness Curricula: Five Exemplary Approaches" were disseminated to each of the State Coordinators for the McKinney Education of Homeless Children and Youth program for use in their respective states.

EDUCATION

Source	<i>Transition Living for Runaway and Homeless Youth, Runaway and Homeless Youth Act, Part B, Section 321(a), 102-586, as amended, 42 U.S.C. 5714.</i>
Eligibility	State and local governments, federally recognized Indian Tribal governments, U.S. Territories and possessions, and public and private nonprofit agencies, organizations, and institutions.
Amount	\$12,000,000 was awarded in FY 92 on a competitive basis to 86 new and continuing projects, with financial assistance ranging from \$50,000 to \$200,000. Funds require a 10% local match with cash or in-kind contributions. FY 93 estimate is \$11,784,960.
Uses	To provide resources to assist homeless and runaway youth, ages 16-21, in making a smooth transition toward a self-sufficient and productive adulthood.
Agency	U.S. Department of Health and Human Services, Family and Youth Services, Administration for Children and Families, P.O. Box 1182, Washington, DC 20013, 202-205-8049

DIAL/SELF HELP Inc. of Greenfield, Massachusetts, provides outreach and residential transition living services to young parents and homeless and runaway youth, ages 16-21. Through a small Serve-America subgrant under the National and Community Service Act, the agency is involving 20 youth in performing community service at local human service agencies, churches, and government agencies. Service is integrated into the agency's existing Transition to Independent Living curriculum. This program is governed by an Alumni/Peer Council to ensure that youth participants are placed in sites that match their interests. During its second and third year phases, the agency will expand the program to include youth in the outreach program and juvenile court system.

EDUCATION

Out-of-School Youth

Source	<i>Adult Education for the Homeless Program, Steward B. McKinney Homeless Assistance Act of 1987, as amended, Title VII, Subtitle A, P.L. 100-77; P.L. 100-628; P.L. 100-297; P.L. 101-645.</i>
Eligibility	State educational agencies. Public and private entities, including schools and community-based organizations are eligible for subgrants and contracts.
Amount	\$9,758,873 was awarded in FY 92 on a competitive basis to 35 applicants, with financial assistance ranging from \$88,742 to \$600,000 and an average award of \$278,285. FY 93 estimate is \$19,342,712.
Uses	Literacy training and basic skills remediation programs for adult homeless individuals, including a program of outreach activities. Programs must be coordinated with existing resources, such as community-based organizations, VISTA programs, adult basic education programs, and nonprofit literacy action organizations.
Agency	U.S. Department of Education, 400 Maryland Avenue, Division of National Programs, Office of Vocational and Adult Education, S.W., Washington, DC 20202-7242, 202-205-5499.

The **Seattle Conservation Corps** recruits primarily homeless adults, ages 18-58, who demonstrate a strong motivation to stabilize their living situation and overcome personal problems. Corps members work an average of 35 hours per week, concentrating primarily on recycling and other environmental protection activities. For example, corps members conducted an extensive water and energy savings project in cooperation with the Bonneville Power Administration, distributing over 200,000 conservation kits to all households in the Seattle City Light Service Area. In addition to their paid service work, corps members must commit at least three unpaid hours to the Learning Center, where they take GED classes, life and job skills training, courses at local community colleges, and workshops on such relevant work-related topics as first aid and asbestos recognition. The Corps is supported by federal grants, county/municipal appropriations, and fee-for-service contracts.

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EDUCATION

Source	<i>Adult Education—State-Administered Basic Grant Program, Adult Education Act, Part B, P.L. 100-297, as amended, P.L. 102-73, 20 U.S.C. 1201 et seq.</i>		
Eligibility	State educational agencies. Local educational agencies and other public or private nonprofit agencies, organizations, and institutions are eligible for subgrants.		
Amount	\$235,650,000 was distributed in FY 92 by formula, based on the number of out-of-school youth and adults who do not hold a high school diploma or equivalency certificate. Financial assistance ranged from \$100,000 to \$19,668,067, with an average award of \$4,062,931. FY 93 estimate is \$254,723,584.		
Uses	Establishment and improvement of adult education programs that enable adults to acquire literacy and basic skills, complete secondary school, benefit from job training programs, obtain productive employment, and fully enjoy the benefits and responsibilities of citizenship. The act generally funds programs of instruction in computational skills and in speaking, reading, or writing English for adults who are out of school, age 16 years and older, and who lack sufficient mastery of educational skills to enable them to function effectively in society. State allocations must be used as follows:		
	At least	10%	for education for institutionalized adults;
		15%	for special experimental demonstration projects;
		10%	for teacher training projects;
	And not more than	20%	for programs leading to attainment of a General Education Development (GED) certificate
Agency	U.S. Department of Education, Division of Adult Education and Literacy, Office of Assistant Secretary for Vocational and Adult Education, 400 Maryland Avenue, S.W., Washington, DC 20202-7320, 202-205-9872.		

For young people who have dropped out of school, going back means confronting the negative feelings and experiences of their former school environment. To combat this stigma, the **New Jersey State Department of Education's Division of Adult Education** has designed an alternative adult education program—the **New Jersey Youth Corps**. The corps, a 12-month, full-time instructional and community service program, begins with a one-month orientation in which instructors assess the skills, interests, and aptitudes of participants. This diagnosis serves as the basis for the design of an individual educational plan with career-related goals and ultimate achievement of the General Education Development (GED) certificate. The plan is implemented through student enrollment in basic skills classes and placement in community service work crews. ...(continued)

...(continued) Both instruction and service are interrelated, with new skills and experiences reinforcing and shared in each half-day component. Results are impressive: data on over 5,000 participants over a five-year period demonstrate that, compared to students enrolled in traditional adult education programs, corps members are three times as likely to earn a high school diploma, five times as likely to secure jobs or job training, and likely to complete four times the amount of instruction. Based on these outcomes, the U.S. Department of Education's National Diffusion Network has approved the New Jersey Youth Corps as an effective adult education program model for school dropouts, ages 16-25.

The **East Bay Conservation Corps (EBCC)** in **Oakland, California**, is a nonprofit corporation that provides opportunities for youth employment and education through the performance of public service. Client agencies hire the EBCC on a fee-for-service basis, allowing corps members to work on projects to improve public lands and facilities. Such projects may include the creation of nature trails, renovation of emergency shelters, and construction of playgrounds in low-income neighborhoods. Corps members are paid for 32 hours per week and devote an additional 8 to 10 hours at the Comprehensive Competencies Learning Center, a "high-tech, one-room schoolhouse." Through the Learning Center, corps members work independently to achieve competence in five areas—mathematics, reading, language arts, social studies and science. Initially, corps members are tested to determine their strengths and weaknesses. They progress through the academic curriculum at their own pace, completing detailed sets of lessons and assignments that prepares them to earn the equivalency of a high school diploma. The Learning Center, which is part of the Neighborhood Schools Program for returning students, is staffed by volunteer tutors and credentialed teachers from the Oakland Unified School District. The school district is reimbursed by the state for providing these teachers to the Corps. Because the Learning Center has demonstrated such a high degree of success in improving the basic skill levels of corps members and preparing them for the GED examination, it is also used by a population beyond corps members, including out-of-school youth and participants in GAIN, California's workfare program.

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EDUCATION

Source	<i>National Workplace Literacy Partnerships, Adult Education Act, Part C, Section 371, as amended, P.L. 100-297; P.L. 102-73.</i>
Eligibility	Partnership consisting of at least one entity from group (1) with at least one entity from group (2). Group (1) includes business, industry, labor organizations, or private industry councils; and group (2) includes state and local educational agencies, institutions of higher education, schools, employment training agencies, and community-based organizations.
Amount	\$19,250,750 was awarded in FY 92 on a competitive basis to 55 projects, with financial assistance ranging from \$105,469 to \$1,205,234. A 25% local match is required. FY 93 estimate is \$40,656,536.
Uses	Programs designed to improve the productivity of the workforce through the provision of: • Adult literacy and basic skills. • Adult education leading to a high school diploma or equivalency certificate. • Adult literacy for persons with limited English proficiency. • Upgrading of basic skills in accordance with changes in workplace requirements, technology, or processes. • Improved competency in speaking, listening, reasoning, and problem solving. • Support services, such as education counseling, transportation, and child care.
Agency	U.S. Department of Education, Division of National Programs, Office of Vocational and Adult Education, 400 Maryland Avenue, S.W., Washington, DC 20202-7242, 202-205-5977.

The Oregon Youth Conservation Corps employs over 350 16-25-year-old adults to perform environmental service work across the state. The Corps is administered by the Oregon Employment Division, with direct site supervision provided by state and local natural resource agencies. Service is concentrated in the areas of conservation and natural resource management, and educational opportunities are offered in conjunction with the nature of each project. For example, one work project engaged corps members in the restoration of a stream, where they cleared debris, constructed fencing, developed nature trails, and installed log deflectors to prevent stream bank erosion and increase sedimentation and oxygen for fish. In conjunction with this projects, a science teacher worked as a crew supervisor and awarded academic science credit for mastery of such topics as watershed development, water hydrology and dynamics, fish habitat, riparian ecology, dam policies, water management, and identification of wildlife and plants. In addition, GED classes and life and job skills counseling are offered via Job Training Partnership Act programs. Upon completion of one year, corps members receive a \$1,500 tuition voucher for further education, as well as assistance with job placement.

EDUCATION

Source	<i>Indian Education—Adult Education (Indian Education Act—Subpart 3), P.L. 100-297, Title V, Part C, as amended, 25 U.S.C. 2631.</i>
Eligibility	Indian tribes, Indian organizations, and Indian institutions.
Amount	\$4,318,000 was awarded in FY 92 on a competitive basis to 27 applicants, with financial assistance ranging from \$42,201 to \$290,612. FY 93 estimate is \$4,560,900.
Uses	Establishment and operation of programs to provide basic literacy and high school equivalency opportunities for Indian adults, including those designed to decrease the rate of illiteracy, increase the mastery of basic skills, increase the number who earn high school equivalency diplomas, and encourage the use of cultured instruction.
Agency	U.S. Department of Education, Indian Education Programs, Office of Elementary and Secondary Education, 400 Maryland Avenue, S.W., Room 2177, Washington, DC 20202, 202-401-1902.

The **Seneca Nation of Indians** is seeking to revitalize its language and cultural traditions through the Language Link project, a national service demonstration model under Subtitle D of the National and Community Service Act. Teams of six young adults are assigned to a tribal elder, who serves as their mentor and teacher. These young people spend 30 hours a week assisting their elders as health aides and visitors. Through their interactions, they are learning the Seneca language. Every day, they record and transcribe an hour of their conversations. These journals will be used to build a cultural resource library consisting of oral and written history. Through this intergenerational process, the young adults are also preparing to become teachers of the culture to younger members of the Seneca tribe.

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EDUCATION

Source	<i>Job Opportunities and Basic Skills Training (JOBS), Social Security Act, Title IV, Parts A and F, Sections 402, 403, 407, 409, 414, 471, 481-7, P.L. 90-248, as amended, 81 Stat. 821, 42 U.S.C. 602, 603, 607, 614, 681-7; Family Support Act of 1988, Title II, Sections 203, 204, P.L. 100-485, 102 Stat. 2343, 42 U.S.C. 681 Note.</i>
Eligibility	States, federally recognized Indian Tribes, and Alaska Native organizations. Applicants may enter into arrangements or contracts with state and local educational agencies, Indian Tribes or Alaska Native organizations, and other public and private agencies and organizations to carry out services and activities.
Amount	\$678,942,000 was distributed in FY 92 on a formula basis. FY 93 estimate is \$737,000,000.
Uses	To ensure that needy families with children obtain the education, training, and employment that will help them avoid long-term welfare dependence. The program requires all AFDC recipients, including parents ages 16-20, to participate in an educational or training and work activity consistent with the individual's employment goals. A state's JOBS programs must include the following four services and activities: • Educational activities below the postsecondary level, such as high school education or general education development preparation; basic and remedial education; and English-language proficiency instruction. • Jobs skills training. • Job readiness activities. • Job development and job placement activities. And at least two of the following four components: • Group and individual job search programs. • On-the-job training. • Subsidized employment. • Community work experience program to improve the employability of individuals not otherwise able to obtain regular public or private employment. Projects must serve a useful public purpose in such fields as health care, social services, environmental protection, education, urban and rural development and redevelopment, welfare, recreation, public facilities, public safety, and day care. To enable participation, states must provide payment or reimbursement for such work-related expenses as transportation and child care.
Agency	U.S. Department of Health and Human Services, Office of Family Assistance, Administration for Children and Families, 5th floor, Aerospace Building, 370 L'Enfant Promenade, S.W., Washington, DC 20447, 202-401-9275.

Through the **Health Care Volunteers Program**, the **Oklahoma Department of Human Services (DHS)** is testing the feasibility of using volunteerism and mentorship to improve the ability of welfare recipients to achieve and sustain self-sufficiency. The program targets primarily single mothers—17-24-year-olds who receive Aid to Families with Dependent Children (AFDC). Upon nomination and screening by a social worker, participants meet with a DHS job developer to determine their area of health care interest. Participants are then paired with a health care professional who acts as a mentor to help them develop job and life skills, as well as a service ethic. Under their guidance, participants spend 30-35 hours per week gaining experience assisting in the delivery of critical health care services—such as pre- and post-natal counseling and nutrition education—at public, private, and Indian health care centers. Every participant uses a journal to record daily experiences and observations and participates in workshops on leadership and civic responsibility. Insights are explored in reflection sessions with other program participants, job developers, and mentors three or four times a year. In addition to their service, participants spend 5-10 hours per week in an educational activity, such as college courses, vocational training, or tutoring to enhance math and science skills. Upon completion, participants receive a \$5,000 post-service tuition credit from the State Regents for Higher Education to cover the costs of further professional training in the state's colleges and universities. The program receives funding from DHS as an alternative component of the federal Job Opportunities and Basic Skills program funded under the Family Support Act of 1988. In addition, the program serves as a national demonstration model under Subtitle D of the National and Community Service Act.

Administered by the **Albany Department of Human Resources**, the **Albany Service Corps** is a highly structured program of vocational, physical, environmental, and academic education. Participants perform a variety of needed of public services, particularly human services and housing renovation. Education occurs in varied contexts—on-the-job, through coursework with local colleges, training in life and job skills, and the integration of basic skills acquisition into the service experience. To carry out its mission, the Corps has a contract with the Albany Department of Social Services, which administers the federally funded Job Opportunities and Basic Skills (JOBS) program, to enroll and serve welfare recipients. Eligible JOBS participants are referred to the Service Corps, which conducts a comprehensive assessment and employability plan for each individual. Plans help participants identify their own social, personal, and economic barriers to self-sufficiency and embark on specific activities to overcome them. The Department of Social Services reimburses the Corps for the costs it incurs in providing both case management and training and education-related opportunities for these young adults.

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EDUCATION

Source	<i>Programs to Provide Single Parents, Displaced Homemakers, and Single Pregnant Women with Marketable Skills and to Promote the Elimination of Sex Bias, Parts A and C, Carl D. Perkins Vocational and Applied Technology Education Act, Title II, Part B, Subpart 1, Public Law 101-392, 20 U.S.C. 2331-2342.</i>
Eligibility	State boards of vocational education through the state plan application. Local educational agencies, institutions of higher education, and community-based organizations are eligible for subgrants.
Amount	\$972,750,000 is appropriated for Title II for FY 93, with 10.5% reserved for this Subpart.
Uses	Not less than 7% of state funding is reserved for programs serving single parents, displaced homemakers, and single pregnant women. These programs may provide: • Instruction in basic academic and occupational skills and career counseling. • Access to such programs through assistance with child care, transportation, supplies, and educational books and materials. Not less than 3% of state funding is reserved for sex equity programs such as: • Activities and services to eliminate sex bias and stereotyping. • Vocational programs, services, and activities for girls and women aged 14-25 to enable them to support themselves and their families. • Support services to improve access to such programs.
Agency	U.S. Department of Education, Division of Vocational-Technical Education, Office of Assistant Secretary for Vocational and Adult Education, 400 Maryland Avenue, S.W., Washington, DC 20202-7323, 202-205-9441.

The Home Economics Department at **Weymouth Public Schools in Massachusetts** operates a School-based Teenage Education Program (STEP) to enable pregnant and parenting teens to stay in school. Students are integrated into the regular academic program and participate in a comprehensive home economics curriculum that includes instruction in parenting, child development, nutrition, money management, homemaking, communication/relationships, ...(continued)

...(continued) and career exploration. In addition, students may participate in a two-year vocational child care program by working in the on-site child care center. Under the supervision of teachers certified both in home economics and child care, these students spend three periods per day in the center, where they plan, prepare, and evaluate age and ability appropriate activities and care for children ages four weeks to four years. Through their work, students learn the basics of day care—child development, guidance, discipline, nutrition, staff relationships, and equipment. In addition to the academic and child care program, transportation and personal and career counseling are provided. The program is funded through state Department of Education dropout prevention and vocational education funds, as well as the Town of Weymouth.

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YOUTH DEVELOPMENT

Youth Development—Substance Abuse Prevention

Source	<i>Drug Free Schools and Communities Act—State Grants, Drug Free Schools and Communities Act of 1986, Title V, Part B; Elementary and Secondary Education Act, as amended, P.L. 99-570, P.L. 100-297, P.L. 100-690, P.L. 101-226, P.L. 101-647.</i>
Eligibility	State educational agencies (SEAs), Governors' offices, and the Insular Areas. Local education agencies (LEAs) and other public and private nonprofit organizations are eligible for subgrants.
Amount	\$546,886,000 was distributed in FY 92 by formula, based on the state's share of the total school-age population. Financial assistance ranged from \$2,416,146 to \$53,964,930, with an average award of \$9,548,716. FY 93 estimate is \$499,554,000.
Uses	Establishment of state and local programs of drug and alcohol abuse education and prevention coordinated with related community efforts and resources. 70% of each state's grant is administered by the SEA, which must pass along more than 90% to LEAs. Governors receive 30% of the state grant to support a variety of drug prevention and education programs.

SEAs may use funds for administration and directly for activities to:

- Provide training and technical assistance to LEAs, teachers, administrators, parents, and law enforcement officials.
- Develop and disseminate curricula materials to LEAs.
- Conduct drug abuse education and prevention demonstration projects.
- Supplement financial assistance to areas serving large numbers of disadvantaged children, to sparsely populated areas, or to meet other special needs.

LEAs that receive funds through the SEA may use funds for programs that include, but are not limited to, the following:

- Developing and/or purchasing drug abuse education and prevention curricula, textbooks, and materials.
- Counseling and referral service programs for students and families.
- School-based programs of drug and alcohol abuse prevention focused on primary prevention and early intervention, including those that use peers as positive role models.
- Family and community awareness programs for substance abuse prevention.
- Inservice and preservice training in drug and alcohol abuse prevention for programs for teachers and other school personnel, including judicial officials and other public service officials.

- Model alternative schools for youth with drug problems that address the special needs of such students through education and counseling.

The funds made available through the Governor's Office are reserved for grants or contracts with LEAs and public and private nonprofit entities for the following purposes:

- 42.5% for community-based programs for at-risk youth that use strategies to improve vocational and educational skills.
- 10% for drug abuse resistance education (DARE) programs designed to teach students to recognize and resist pressures to experiment with drugs and alcohol.
- 5% for replication and dissemination of programs with a demonstrated record of success in preventing or eliminating student abuse of drugs or alcohol.

The remaining portion may be awarded through grants or contracts to public and private nonprofit entities, including parent groups, community action agencies, and community-based organizations, to support the development and implementation of drug education and prevention programs and activities that include, but are not limited to, the following:

- Local broadly-based programs for drug and alcohol abuse prevention, early intervention, rehabilitation referral, and education for all age groups.
- Development and distribution of educational and informational materials to provide public information for the purpose of achieving a drug-free society.
- Activities to encourage the coordination of drug abuse education and prevention programs with related community efforts and resources, including the use of a state advisory council consisting of members of state and local boards of education, parents, teachers, counselors, and health and social service professionals.
- Training programs on drug and alcohol abuse education and prevention for teachers, counselors, other school personnel, parents, law enforcement officials, and other public service personnel, including community leaders.
- Technical assistance to community-based organizations and LEAs in the planning and implementation of drug and alcohol abuse prevention, early intervention, rehabilitation, referral, and education programs.
- Drug-Free School Zones.
- Intrastate drug abuse education and prevention centers to provide outreach, consultation, training, and referral services to schools and community organizations.

Agency

U.S. Department of Education, Division of Drug-Free Schools and Communities, Office of Elementary and Secondary Education, 400 Maryland Avenue, S.W., Washington, DC 20202-6439, 202-401-1599.

To improve language skills and increase opportunities to read, write, and speak English, students at **Fair Oaks Elementary School** in **Redwood City, California**, develop and produce a weekly radio program that includes music, news, sports, stories, guest speakers, geography contests, trivia questions, "Sensational Citizens" awards, recipes, language arts projects, and school and community announcements. KRCS Radio broadcasts from a school located in a low-income, industrial area of the community where Spanish is the primary language of the students. What began as an English as a Second Language lesson is now a part of the of the school's Language Arts curriculum, where all students, grades 1-6, are involved in conducting research, preparing content, anchoring news, and operating equipment with assistance from staff and parent volunteers. According to teachers, the project motivates students to learn English and reduces the frustration and discouragement often associated with learning a new language. The radio station project is easily integrated into the entire curriculum and serves as the central theme within classes. Six schools, 5,000 students in all, are connected by intercom lines to allow them to listen and assist with the broadcast, thus uniting schools and community in a common educational project to share local history and news. The community has strong interaction with the students, providing weekly representatives from various businesses to contribute their knowledge on the air. In addition, local radio station KOFY has adopted KRCS and offers their sister station monthly field trips, taping and radio equipment, and lessons in broadcasting and management. Because many of the students had tested below the 50th percentile on national tests in reading and language, the radio project had qualified for Chapter 1 funding. Now the program is funded primarily through Drug-Free Schools money. The Whitney Foundation and Ampex Corporation provided the start-up support; additional funds have come from the Redwood City Schools, Redwood City Lions, Kiwanis Clubs, and the Beaumont Company of Los Angeles. A handbook entitled *On the Air* is available for interested teachers.

Under the leadership of the Governor's Communities for a Drug-Free Colorado Program, the **City of Aspen** and **Grand County** are initiating **Kids as Planners**, a program designed by the KIDS Consortium in Portland, Maine, to involve youth in local government through a wide range of municipal planning activities that are integrated across the academic curriculum. Following a series of training workshops in the fall of 1992, teachers collected insights and designed projects that cut across grade levels—elementary, middle, and high school—and across subject areas—science, math, language arts, and social studies. For example, in Aspen, first and seventh graders are working with parents and the City Parks office to conduct a recreation park survey. In addition, students are using existing open space to plan a micro community. Through this process they are studying the environmental impact of proposed development and engaging in planning and approval procedures with government agencies. Middle school and kindergarten students teamed up with senior citizens to produce an oral history of Aspen....(continued)

...(continued) in Grand County, schools are cooperating with the U.S. Forest Service to build an outdoor nature center and to study the impact of a proposed golf course on a rare species of tree frogs. High school business classes have teamed up with a local movie rental company to study the feasibility of using the school off hours as a community movie theater. According to project planners, the KIDS as Planners process works where other traditional "prohibition and dictation" methods of substance abuse prevention fail because it has a broader focus: *all* students are involved in making important contributions to the community. This involvement leads to a sense of feeling valued and helps young people bond with their communities.

Through the Community Service Learning Project, the Guilford School near Brattleboro, Vermont, is engaging its small, rural, and largely at-risk middle school student population in understanding the social, economic, and generational challenges of their community. For example, students work as interns with community agencies and as mentors, tutors, and activity guides with elementary school classes. The products of these activities, which are conducted as part of core subject area classes and independent study, include children's art booklets for the Brattleboro Child Development center; a 1st grade field trip to the Bonneyvale Environmental Center; an oral history project with a local nursing home; the collection and distribution of 1,000 pairs of shoes for needy residents; and a local survey of community needs. Students keep journals on their service activities and share their projects with K-6 students through presentations, videos, and site visits. A corps of Retired Senior Volunteer Program participants provide transportation for many of these out-of-school activities. To facilitate creation of an interdisciplinary curriculum and the adoption of service-learning activities by other schools, the middle school is creating a mini-library of resource texts for teachers and students relating to social justice, change, and community. According to students and teachers, the project, which is supported by Serve-America and Drug-Free Schools grants from the Vermont Department of Education, has significantly improved both the school climate and relationships between students and older adults in the community.

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The Prevention Center at the Florida Department of Education's Office of Policy Research and Improvement initiated a mini-grant program to encourage schools to establish or expand school and community service programs "as a means of preventing and ameliorating alcohol and drug abuse and other self-destructive behaviors in at-risk youth." Up to \$20,000 was awarded to 21 schools for comprehensive programs that involved students, parents, education, religious and civic organizations, nonprofit agencies, health agencies, and the business sector in partnerships to make school and community service part of the school curriculum, enhance school and community relations, and provide positive alternatives for youth at risk. Through the involvement of students in community service activities as part of the school curriculum, schools were expected to show improved educational outcomes, including higher academic achievement, lower dropout rates, and decreased discipline problems. Projects ranged from cultural and historical preservation to peer and cross-age tutoring, intergenerational service, environmental protection, and work experiences. Funds for this mini-grant program were derived from the state's Drug Abuse Education Trust Fund, which is supported from taxes levied on the sales of controlled substances.

YOUTH DEVELOPMENT

Source	<i>Drug-Free Schools and Communities—National Programs, Elementary and Secondary Education Act, as amended, Title V, Part D, Section 5132; Drug Free Schools and Communities Act of 1986, as amended.</i>
Eligibility	Institutions of higher education (IHEs), state educational agencies (SEAs), local educational agencies (LEAs), and nonprofit organizations.
Amount	\$12,000,000 was awarded on a competitive basis in FY 92 to 22 new and 51 continuing projects, with financial assistance ranging from \$100,000 to \$550,000. FY 93 estimate is \$15,000,000.
Uses	Projects that assist in drug and alcohol abuse education and prevention, including curriculum development and model demonstration activities.
Agency	U.S. Department of Education, Division of Drug-Free Schools and Communities, Office of Elementary and Secondary Education, 400 Maryland Avenue, S.W., Washington, DC 20202-6439, 202-401-1258.

George Mason University in Fairfax, Virginia, received a \$146,046 continuation award in FY 92 from the U.S. Department of Education's Drug-Free Schools' National Program to continue researching and testing its hypothesis that drug and alcohol use is reduced in schools that implement conflict management and peer mediation programs. There is a strong belief that when students are shown new methods of conflict resolution they do not feel a desire to try alcohol and drugs. The programs include installing a part-time conflict management specialist for the school; a peer mediation team training; a problem-solving skills training group; and a series of ongoing class activities for students. Specialists establish these programs at the elementary and secondary school level. Evaluation occurs at the secondary school level, when researchers compare student attitudes toward drug and alcohol, number of referrals for disciplinary action, time spent on conflict, the ways conflict is managed, and behavioral/emotional changes among student mediators and students participating in problem-solving groups. The researchers expect to see a decline in antisocial incidents and disciplinary problems. These programs will enhance time spent in the classroom and the climate of the school as a whole, as well as encourage students' use of the mediation process.

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YOUTH DEVELOPMENT

Source	<i>Drug-Free Schools and Communities—School Personnel Training, Drug Free Schools and Communities Act of 1986, as amended; Elementary and Secondary Education Act of 1965, Title V, as amended, Part C, Section 5128, P.L. 101-647.</i>
Eligibility	State educational agencies, local educational agencies, and institutions of higher education, or a consortium of eligible applicants.
Amount	\$23,863,000 was awarded in FY 92 to 140 new and continuing projects, with financial assistance ranging from \$100,000 to \$300,000 and an average award of \$200,000. FY 93 estimate is \$13,614,000.
Uses	Establishment, expansion, or enhancement of programs and activities for the training of school personnel concerning drug and alcohol abuse education and prevention.
Agency	U.S. Department of Education, Division of Drug-Free Schools and Communities, Office of Elementary and Secondary Education, FOB-6, M520202-6439, 400 Maryland Avenue, S.W., Washington, DC 20202, 202-401-1599.

The **Columbus City School District** in **Columbus, Ohio**, received a \$91,271 grant from the U.S. Department of Education's Drug-Free Schools' School Personnel Training Program to plan, implement, and evaluate the training of teachers and other staff concerning prevention strategies across the middle school curriculum. Topics covered include the role and value of peer leadership, student support groups, student mediation, and student community service.

YOUTH DEVELOPMENT

Source	<i>Emergency Grants, Drug-Free Schools and Communities Act of 1986, as amended, Title V; Elementary and Secondary Education Act of 1965, as amended, Part D, Section 5136, P.L. 101-647.</i>
Eligibility	Local educational agencies (LEAs) who are eligible to receive a concentration grant under Section 1006 of Chapter 1, Title I, of the Elementary and Secondary Education Act of 1965, as amended.
Amount	\$30,304,000 was awarded in FY 92 to 35 new and 47 continuing projects, with financial assistance ranging from \$100,000 to \$1,000,000. FY 93 estimate is \$24,552,000.
Uses	Project grants to improve the quality of alcohol and drug abuse education and prevention activities for students. LEAs must serve an area with a large number or high percentage of: • Arrests of youths under the influence of drugs or alcohol; • Convictions of youth for drug or alcohol-abuse related crimes; or • Referrals of youth to drug and alcohol abuse treatment and rehabilitation programs; and, • Significant drug and alcohol abuse problems, as indicated by other appropriate data.
Agency	U.S. Department of Education, Division of Drug-Free Schools and Communities, Office of Elementary and Secondary Education, 400 Maryland Avenue, S.W., Washington, DC 20202-6439, 202-401-1258.

Community School District 31 in Staten Island, New York, received a \$794,294 Emergency Grant from the U.S. Department of Education's Drug-Free Schools Program to reduce the prevalence of alcohol and drug use in the community, through the development of an alternative school for at-risk youth. This alternative school is implementing a specialized curriculum that will help students build protective resiliency factors. It features small classes of 15 students, cooperative-learning strategies, small-group projects, a civics-oriented curriculum whereby the school operates as a microcosm of society, and an internship program that places students in the community.

The **New Haven Public School System in Connecticut** received a \$534,930 continuation award from the U.S. Department of Education's Drug-Free Schools' Emergency Grant Program to link its school-based social development programming with neighborhood and citywide prevention efforts. This effort is governed by a coalition of representatives from public and private agencies and community groups that design and implement innovative programs. These programs include extended-day academies providing constructive activities, a mentoring program to promote social competence, and a community service program where students work with community-based organizations.

YOUTH DEVELOPMENT

Source	<i>Block Grants for Prevention and Treatment of Substance Abuse, Public Health Service Act, Title XIX, Part B, Subpart II, as amended, P.L. 102-321;42 U.S.C. 300X.</i>
Eligibility	States and territories, Indian Tribes, or Tribal organizations.
Amount	\$1,130,509,000 was distributed in FY 92 by formula, based on the state's share of the total population and its relative cost of providing services. Financial assistance ranged from \$58,456 to \$147,879,238, with an average award of \$1,884,182. FY 93 estimate is \$1,130,509,000.
Uses	To support the development and implementation of more effective prevention, treatment, and rehabilitation programs directed at the diseases of alcohol and drug abuse. Funds may be used at the discretion of the state subject to this and other provisions: 20% for prevention and early intervention of substance abuse, including community-based strategies and activities to reduce the risk of substance abuse among children and youth.
Agency	U.S. Department of Health and Human Services, Division for State Programs, Center for Substance Abuse Treatment, Alcohol, Substance Abuse and Mental Health Services Administration, Public Health Service, 10th Floor, Rockwall II Building, 5600 Fishers Lane, Rockville, MD 20857, 301-443-3820.

A new law requiring each of the state's 500 municipalities to produce a comprehensive plan every five years motivated the Office of Comprehensive Planning in the Maine Department of Economic and Community Development to design the KIDS (Kids Involved Doing Service) as Planners program. Now facilitated by the KIDS Consortium, a private nonprofit organization in Portland, the KIDS as Planners process began with two pilots sites in Maine and has expanded to schoolwide and districtwide initiatives New England. The KIDS as Planners process seeks to engage children in local government through a wide range of municipal planning activities spanning all grade levels and curriculum areas, including math, social studies, language arts, science, geography, and computer science.

Through the KIDS as Planners process, "The town is the text, and children are involved in the real work of the real world." For example, in Bath, Maine, students, teachers, city officials, and administrators are studying the city's history, natural and cultural resources, and people in the context of the Bath Comprehensive Plan. In high school history classes, students designed and administered a "sense of place" survey to discover how residents felt about the conditions of the place in which they lived and how they have changed over the years. Elementary school students developed an understanding of how a community operates by creating topographical maps for the town council, using satellite photographs. ...(continued)

...(continued) Working with scientists from the Bigelow Laboratory, seventh graders conducted water-quality tests on the Kennebec River, the largest river in Maine, to monitor and analyze the effect of changes in the river on plant and animal life in the Casco Bay Estuary. Based on their findings, they advised local developers regarding the environmental impact of their construction plans. Ninth-grade science classes developed a land use map for the city, using tax maps, comparing different scales, and interpreting aerial photographs. A Comprehensive Plan Committee with community, school, and student representatives coordinates these curricular activities and their integration into municipal planning outcomes.

Through the University of Southern Maine, the KIDS Consortium offers continuing education credits for teachers, municipal officials, drug prevention specialists, parents, and others for participating in training workshops, as well as for planning and implementing service-learning projects. These workshops take professionals out of their offices and classrooms and into the community on field trips. During site visits, they discuss local problems and issues firsthand, with representatives of various agencies and institutions, such as the city council, children's hospital, and waste management plant. In the afternoon, every teacher works with a team to design a service-learning project they can implement back in the classroom in coordination with the school and community. In addition, teachers who have already implemented the KIDS process serve as resources during training. Staff from the KIDS Consortium provide extensive follow-up support and technical assistance. This community-based training will be expanded with funds from the state's Serve-America capacity-building allocation under the National and Community Service Act, as well as a state grant from the National Science Foundation's Statewide Systemic Initiative Program, to promote a complete and thorough revision of science and math education within the state.

The Maine Office of Substance Abuse (OSA) has helped support the KIDS initiative through the U.S. Department of Health and Human Services' Community Youth Activity Program, Block Grants (authorization expired in FY 93), which were mandated for alcohol and drug abuse prevention activities at the local level. Funds were awarded to the Maine Association of Planners, which used the grant to further develop and implement the KIDS as Planners concept in twelve Maine communities. According to OSA staff, the KIDS concept is consistent with overall prevention philosophy at both the state and federal levels: it engages young people with their peers in meaningful activities that are guided and respected by teachers and other professionals and helps them develop the self-respect and increased sense of responsibility to avoid taking drugs or dropping out of school. In addition to OSA, state officials working in dropout prevention, juvenile justice, and education have lent their support through resources, expertise, and advocacy.

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YOUTH DEVELOPMENT

Source	<i>Substance Abuse Prevention Conference Grant, Public Health Service Act, Section 515, as amended, P.L. 102-321.</i>
Eligibility	Any public, private, for-profit, or nonprofit agency, including state and local government agencies, federal agencies, universities, colleges, hospitals, and academic or research institutions.
Amount	\$2,095,000 was awarded in FY 92 on a competitive basis to 42 applicants, with financial assistance ranging from \$25,000 to \$50,000 and an average award of \$45,000. FY 93 estimate is \$2,094,000.
Uses	Support for planning domestic meetings and conferences sponsored by new or ongoing constituent organizations or coalitions for the purpose of coordinating, exchanging, and disseminating information to prevent alcohol and other drug abuse. A conference may take the form of a symposium or workshop lasting one or more days at one or more sites to exchange information in sharing new technologies, problem-solving, network-building, or public policy deliberations. The program is not intended to support training or research activities.
Agency	U.S. Department of Health and Human Services, Center for Substance Abuse Prevention, Alcohol, Substance Abuse and Mental Health Services Administration, Public Health Service, Rockwall II Building, 5600 Fishers Lane, Rockville, MD 20857, 301-443-6980.

The **KIDS as Planners** process engages young people in local government through municipal planning activities integrated into all grade levels and curriculum areas, including mathematics, language arts, science, geography, and computer science. These activities not only enhance the educational experiences of young people but increase their self-esteem and empower them as integral members in the life of the community. In an effort to promote the KIDS as Planners process in other New England communities, the **KIDS (Kids Involved Doing Service) Consortium** collaborated with the Maine Office of Substance Abuse and the New England Institute of Addiction Studies to secure a \$50,000 Substance Abuse Prevention Conference Grant from the U.S. Department of Health and Human Services. The conference, "KIDS: Community Based Strategies for Empowering Youth," was held near Bath, Maine, on October 3-5, 1993. More than 200 prevention professionals, educators, municipal officials, and representatives from business and community-based organizations explored strategies that engage, involve, and empower young people in the community. Participants were guided in this learning process by both well-known prevention researchers and students and teachers already engaged in the KIDS process. In addition, participants had the opportunity to explore the local "town as text," and to work in teams to design educational opportunities that link the curriculum with the community and promote both academic mastery and social bonding. Sponsoring partners also included the Connecticut Alcohol and Drug Abuse Commission, the Rhode Island Office of Substance Abuse, the Massachusetts Bureau of Substance Abuse, and the New Hampshire Office of Alcohol and Drug Abuse Prevention.

Source *Demonstration Grants for the Prevention of Alcohol and Other Drug Abuse Among High-Risk Youth, Public Health Service Act, Section 509A, as amended, Section 4005, P.L. 100-690.*

Eligibility Any public or nonprofit private entity.

Amount \$52,024,000 was awarded in FY 92 on a competitive basis to 173 projects, with financial assistance ranging from \$100,000 to \$1,400,000 and an average award of \$283,000. FY 93 estimate is \$63,300,000.

Uses Projects to demonstrate, evaluate, and replicate effective community-based models for the prevention, treatment, and rehabilitation of drug and alcohol abuse among high-risk youth. Projects may seek to accomplish the following goals:

- (1) Decrease the prevalence of drug and alcohol use among high-risk youth.
- (2) Identify and reduce factors in the individual, in the parents and extended family, school, peer group, and neighborhood that place youth at high risk for using alcohol and other drugs.
- (3) Increase resiliency/protective factors within youth, peer groups, and families to reduce the likelihood that youths will use alcohol and other drugs.

Applicants must assess the effectiveness, replicability, and generalizability of existing promising models for prevention and/or early intervention services for high-risk youth and propose comprehensive programs that target youth with multiple risk factors. The Anti-Drug Act of 1988 defines "high-risk youth" as "any individual who has not attained the age of 21 years, who is at high risk of becoming, or who has become, a drug abuser or an alcohol abuser and who:

- has dropped out of school
- has become pregnant
- is economically disadvantaged
- has attempted suicide
- has experienced mental health problems
- is a victim of physical, sexual, or psychological abuse
- has experienced chronic school failure
- is a child of a substance abuser
- has experienced long-term physical pain due to injury

The program encourages strategies that target youth with mental disorders/emotional problems. Suggested strategies to address risk factors include peer tutoring/mentoring, youth leadership activities, implementation of a values curriculum, and entrepreneurial and vocational training. Interventions must target specific developmental groups, such as preschool, elementary, middle, or high school, dropouts, and college and noncollege youth.

Agency U.S. Department of Health and Human Services, High Risk Youth Branch, Division of Demonstration for High Risk Populations, Center for Substance Abuse Prevention, Substance Abuse and Mental Health Services Administration, Public Health Service, Rockwall II Building, 5600 Fishers Lane, Rockville, MD 20857, 301-443-0353.

Girls Incorporated of Worcester, Massachusetts, operates a peer-tutoring program at three schools where "PEERsuaders," adolescent girls aged 10 to 14, teach "PEERsuade-Mes," 6-10-year-old boys and girls how to avoid drug and alcohol abuse. PEERsuaders receive 14 hours of training during the school day, consisting of activities such as role playing, skits, simulation exercises, puppetry, and group discussion. Issue topics include communication, peer pressure, information on drugs, refusal skills, community resources, and leadership. Teams of PEERsuaders work under the guidance of staff to create lesson plans to teach small groups of PEERsuade-Mes about decision making and drugs and to reflect to evaluate their problems and successes. The girls participating in the program develop important leadership skills and also participate in community service activities at day care centers, public libraries, and health clinics. This particular program has received funding from the U.S. Department of Health and Human Services under the (former) Office for Substance Abuse Prevention, Alcohol, Drug Abuse and Mental Health Administration.

YOUTH DEVELOPMENT

Source	<i>Drug Abuse Prevention and Education Relating to Youth Gangs, Anti-Drug Abuse Act of 1988, Title III, Sections 3501, 3502, 3503, 3504, and 35055, P.L. 100-690, as amended; P.L. 102-132; 42 U.S.C. 11801-11805.</i>
Eligibility	State and local governments, Indian tribal governments, U.S. territories, public and private nonprofit agencies, institutions, and individuals.
Amount	\$10,943,000 was awarded in FY 92 on a competitive basis to 27 new programs, with financial assistance ranging from \$50,000 to \$750,000. FY 93 estimate is \$10,647,328.
Uses	To prevent and reduce the participation of youth in gangs that engage in illicit drug-related activities through the following activities: • Promoting the involvement of youth in lawful activities to prevent the abuse of drugs by youth. • Coordinating activities of local police departments, education, employment, and social service agencies. • Providing information on the treatment and rehabilitation options available to youth. • Coordinating support between schools and state and federal governments. • Providing technical assistance to eligible organizations.
Agency	U.S. Department of Health and Human Services, Family and Youth Services Bureau, Administration for Children and Families, P.O. Box 1182, Washington, DC 20013, 202-205-8078/8054.

With the help of a federal demonstration grant, the city of Tacoma in the State of Washington sponsored a series of public meetings to develop a vision for making safe their streets and communities. The involvement of over 20,000 citizens and youth resulted in the creation of the **Tacoma Youth Initiative and the Safe Streets Campaign**. Young people and community and civic leaders from diverse communities participate in youth consortiums to exchange ideas and develop initiatives to strengthen their neighborhoods and reclaim them from crime, gangs, violence, and drugs. These initiatives have included a variety of youth leadership and youth development opportunities that have helped change the perception of youth from being "problems" to being "problem-solvers." Through a Serve-America subgrant under the National and Community Service Act, the Tacoma Youth Initiative will involve a more diverse range of young people, especially "street-smart youth," and help establish school-based teams. These school-based teams will participate in ongoing training and reflection to enable them to conduct a community needs assessment, establish issued-based action groups, and design and implement short and long-term community service projects to improve their own cultural, educational, and recreational opportunities, as well as beautify their schools, streets, and communities.

YOUTH DEVELOPMENT

Source	<i>Community Partnership Study Demonstration Grant, Public Health Service Act, Section 508 (b)(10), 42 U.S.C. 290aa-6(b)(10), as amended.</i>
Eligibility	Local governments or local nonprofit organizations may apply for funds on behalf of a community coalition consisting of at least seven partners, such as educational institutions, volunteer and community-based organizations, hospitals, law enforcement, and businesses.
Amount	\$88,037,000 was awarded in FY 92 to 249 projects, with financial assistance ranging from \$500,000 to \$1,000,000 and an average award of \$700,000. FY 93 estimate is \$113,900,000.
Uses	Development and evaluation of a long-range, comprehensive alcohol and drug abuse prevention and early intervention strategy through the formation and support of community partnerships. Rather than fund the direct delivery of services, the program is intended to help create and maintain a mechanism to coordinate local service activities. Funds are to be used to identify local needs and service gaps, establish priorities and leverage public and private resources to address gaps, and coordinate and support new and existing drug abuse prevention programs. In carrying out this mission, applicants may propose the following activities: • Recruitment and training of adults and youth for grassroots leadership. • Community development and empowerment of local citizens. • Organizational development to improve systems aimed at substance abuse education. • Creation of mechanisms to plan, assess, and coordinate planned and/or existing drug abuse prevention activities. • Staff development to build support for community activities or citizen-sponsored advocacy and action planning, including team-building and training workshops. Only 10% of the funds may be used for "program development" to initiate or expand direct service activities, such as youth/peer leadership, job training, or parent and family education projects. Funds are intended to augment or supplement, in a coordinated fashion, the alcohol and other drug abuse prevention and early intervention needs of the community. Funds are <i>not</i> intended to be used for the following activities: • Providing ongoing, direct prevention and early intervention services. • Supplanting existing positions, programs, or services. • Supporting general operating costs of organizations.
Agency	U.S. Department of Health and Human Services, Division of Community Prevention and Training, Center for Substance Abuse Prevention, Substance Abuse and Mental Health Services Administration, Public Health Service, Rockwall II Building, 5600 Fishers Lane, Rockville, MD 20857, 301-443-3958.

The Hispanic Health Council in Hartford, Connecticut, is seeking to improve the health, mental health, nutrition, and economic well-being of Puerto Ricans and other Hispanic populations in the city. Through research, inservice training, and advocacy, the Council works to address existing inadequacies in the quantity and quality of service delivery, especially for low-income populations, and has established a range of projects to address specific community needs—AIDS prevention, pregnancy, substance abuse treatment, folk healing, child abuse and neglect prevention. One project, Las Jovenes, targets 12-16-year-old Hispanic girls and seeks to provide alternatives to gang involvement, substance abuse, street activity, and other harmful behaviors. The training program provides intensive development for girls who are at-risk, school dropouts, or first-time crime offenders. Its components include leadership development, life skills training, and awareness of cultural heritage and ethnic pride. Through the training and subsequent activities, girls develop their knowledge and creativity. One group, for example, wrote and directed a play about friends who help each other in crisis, which won first prize at the Teen AIDS Conference in Connecticut. According to program staff, the young women emerge as role models who are ready to give something back to their community.

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YOUTH DEVELOPMENT

Source	<i>Urban Indian Health Services, Indian Alcohol and Substance Abuse Prevention and Treatment Act of 1988, Section 4231, P.L. 100-690; Section 505, P.L. 101-630.</i>
Eligibility	Urban Indian organizations with whom the Secretary has entered into a contract under Title V of the Indian Health Care Improvement Act.
Amount	\$4,398,849 was awarded in FY 92 on a competitive basis to 98 applicants, with financial assistance ranging from \$5,097 to \$287,024 and an average award of \$40,016. FY 93 estimate is \$5,488,400.
Uses	Establishment of urban Indian health services in the following areas: • Alcohol and substance abuse prevention, treatment, and rehabilitation, including those targeted toward children and youth. • Mental health needs assessment and services. • Health promotion and disease prevention services. • Child abuse prevention and treatment.
Agency	Urban Programs, Office of Health Programs, Indian Health Service, Public Health Service, Department of Health and Human Services, Parklawn Building, Room 6A-54, 5600 Fishers Lane, Rockville, MD 20857, 301-443-4646.

Designed to stem the rising tide of alcohol abuse and gang activity among Native American youth, the **Community Response Corps** was developed to give meaningful roles for young people in the community. Boys and girls from four high schools in **Zuni, New Mexico**, are trained in the classroom and in the field to conduct back-country search-and-rescue missions for hikers who become injured or lost in the nearby desert and mountains. The program develops math skills used in orienteering and provides instruction in health, fitness, first aid, applied geography, and ecology. The training spans several months and students receive academic credit for their work. The project is a partnership with the National Indian Youth Leadership Council, the New Mexico Search and Rescue Service, the State Highway Patrol, Zuni Fish and Game, and United World College.

YOUTH DEVELOPMENT

Source	<i>Drug Abuse Prevention Program for Runaway and Homeless Youth, Anti-Drug Abuse Act of 1988, Title III, Sections 3511-3515, P.L. 100-690, as amended; P.L. 102-586; P.L. 102-132, 42 U.S.C. 11821-11825.</i>
Eligibility	State and local governments, federally recognized Indian Tribal governments, U.S. Territories and possessions, public and private nonprofit agencies, organizations, and institutions.
Amount	\$15,286,000 was awarded in FY 92 on a competitive basis to 142 projects, with financial assistance ranging from \$50,000 to \$150,000. Funds require a 25% local match of cash or in-kind contributions. FY 93 estimate is \$14,602,695.
Uses	Projects to expand and improve drug abuse prevention services to runaway and homeless youth and their families. Activities may include: • Individual, family, and group counseling. • Peer counseling. • Community education and other outreach services. • Information and training. • Improved coordination of local services.
Agency	U.S. Department of Health and Human Services, Family and Youth Services, Administration for Children and Families, P.O. Box 1182, Washington, DC 20013, 202-205-8102.

Led by the **Massachusetts Committee for Children and Youth**, over 100 runaway and homeless youth living in three Boston area shelters are involved in performing community service for two hours every week in such agencies as soup kitchens, senior centers, HIV/AIDS services, and teen programs. In addition, participants are trained by the Coalition of Adolescent Emergency Services to become part of a Youth Speakers Bureau, where they can give back to the community through media interviews and community speaking engagements. This project was facilitated by a Serve-America subgrant under the National and Community Service Act from the Massachusetts Department of Education.

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YOUTH DEVELOPMENT

Source	<i>Public and Housing Drug Elimination Program, Anti-Drug Abuse Act of 1988, Title V, Subtitle C, Chapter 2, P.L. 100-690, as amended, 42 U.S.C. 11901 et seq.; National Affordable Housing Act of 1990, Section 581, P.L. 101-625.</i>
Eligibility	Public Housing Agencies and Indian Housing Authorities.
Amount	\$165,000,000 was awarded in FY 92 on a competitive basis. Financial assistance may range from \$50,000 to \$6,000,000, depending on the number of units in the housing project. FY 93 estimate is \$175,000,000.
Uses	Programs that are part of a comprehensive strategy for addressing the problem of drug-related crime in and around public housing projects. In addition to residents and resident groups, applicants are encouraged to develop long-term partnerships with public schools and other educational institutions, job training and placement agencies, recreation and cultural program providers, city government, social service agencies, local law enforcement, businesses, and churches. Allowable activities include: • Employment of security personnel. • Reimbursement of local law enforcement agencies and additional security. • Physical improvements designed to enhance security, such as landscaping and the installation of barriers, lighting systems, fences, bolts, and locks. • Employment of one or more individuals to investigate drug-related crime and provide evidence in any resultant legal proceeding. • Provision of training, communications equipment, uniforms, bicycles, insurance, and other related equipment for use by voluntary tenant patrols. • Drug prevention, intervention, referral, and treatment. Drug prevention may include formal drug education opportunities for residents; family support services to distribute drug education information, foster effective parenting skills, and provide referrals; youth services that create opportunities for youth leadership, involve youth in sports, recreational, cultural and other activities, and disseminate drug education information; and economic/educational opportunities for residents and youth that enable them to interact with institutions of higher education, vocational institutions, and businesses to further their educational and vocational goals. Drug treatment programs should, among other services, provide linkages to educational/vocational counseling. • Security and drug abuse prevention programs involving site residents and sponsored by Resident Management Corporations, Resident Councils, and Resident Organizations. Such programs may include voluntary tenant patrols, drug education, drug intervention, referral, and outreach efforts.
Agency	U.S. Department of Housing and Urban Development, Drug-Free Neighborhoods Division, Office of Resident Initiatives, Public and Indian Housing, Room 4116, 451 Seventh Street, S.W., Washington, DC 20410, 202-708-1197.

Through the Summer of Service Project, young people in the **Red Lake Band of Chippewa Indians of Red Lake, Minnesota**, are recruited by their tribal elders for a communitywide effort to improve the environmental condition of their community. Through classes in natural resource management, students are developing a small park, cleaning the river shoreline, planting trees and shrubs, and creating a one-third-mile-long interpretive trail for the Poneman Elementary School that will serve as an environmental learning area. In addition, students are leading a community symposium entitled "Honor the Children and Respect the Future," featuring workshops on education and employment opportunities, cross-cultural training, health care, law enforcement, social services, and cultural activities relevant to the young people of the tribal community. The summer 1993 project received major funding from the Commission on National and Community Service as well as support from the U.S. Department of Housing and Urban Development's Drug Elimination Program, Red Lake Community College, Red Lake Department of Natural Resources, Cross Cultural Training Program, and Red Lake Indian Eagles Program.

The **McKeesport Youth Service Corps in Pennsylvania** employs 17-21-year-old out-of-school youth to work in the renovation and maintenance of public recreation facilities. Corps members are paid minimum wage for 32 hours per week, with bonuses for perfect attendance. In addition to their service, corps members participate in educational classes to earn their GED, life and job skills training, leadership development activities, and community college courses. A Job Fair helps participants network with employers and locate jobs. During the summer, youth residents of the public housing community participate as corps members. The Corps is supported entirely with federal money, including funds the Job Training Partnership Act administered by the U.S. Department of Labor and the Community Development Block Grant and Drug Elimination Program funded by the U.S. Department of Housing and Urban Development. Drug Elimination funds are administered locally by the McKeesport Housing Authority.

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YOUTH DEVELOPMENT

Health Education

Source *State and Local Comprehensive School Health Programs to Prevent Health Problems and Improve Educational Outcomes, Public Health Service Act, Sections 301(a), 311(b) and (c), and 317(k)(3), as amended.*

Eligibility State educational agencies (SEAs); local educational agencies (LEAs) in the 20 cities with 1,300 or more reported AIDS cases.

Amount \$20,100,000 will be awarded in FY 93 on a competitive basis. \$28,654,000 was awarded in FY 92 to 50 state educational agencies in the form of cooperative agreements for School Health Education to prevent the spread of AIDS. Financial assistance ranged from \$175,000 to \$450,000, with an average award of \$250,000.

Uses To strengthen the capacity of the SEA and LEA to plan, implement, and evaluate effective comprehensive school health programs to prevent important health risk behaviors among youth, including use of alcohol, tobacco, and drugs; poor nutrition and lack of exercise; high-risk sexual behavior resulting in HIV/AIDS, sexually transmitted diseases (STDs), and pregnancy; and other behaviors resulting in injury, death, or disability. Comprehensive programs may include health education, health services, promotion of a healthful school environment, physical fitness, food services, school counseling and support, staff wellness, parent and community involvement, and educational outcomes.

In 1987, the Division of Adolescent and School Health of the National Center for Chronic Disease Prevention and Health Promotion, Centers for Disease Control, began working directly with state and local educational agencies to enable them to help schools and other agencies that serve youth to implement programs to prevent HIV infection and other health problems. Every SEA and 16 LEAs serving cities with the highest number of reported AIDS cases receive fiscal support and technical assistance to carry out a core program that includes: developing education policies, guidelines, advisory committees and standards to help increase the number of schools providing HIV education; providing technical assistance and training to school districts and school personnel; integrating HIV education within a more comprehensive program of school health; collaborating with state and local health agencies to carry out HIV education programs in the schools; developing and disseminating materials and curricula; establishing a system to monitor the prevalence of student risk behaviors, the status of HIV infection in a particular jurisdiction, and the adequacy of HIV education programs; and evaluation.

Beginning in FY 93, five-year cooperative agreements will be funded in the following areas:

- Building state/local education agency and state/local health agency infrastructure for comprehensive school health programs.

No funds for this activity in FY 93.

- Strengthening comprehensive school health education to prevent important health-risk behaviors and health problems related to HIV/AIDS.

\$17,200,000 available for 55 SEAs, with awards ranging from \$50,000 to \$450,000 depending on student population; and 16 LEAs, ranging from \$250,000 to \$450,000, based on student population.

YOUTH DEVELOPMENT

- Addressing the adequacy of school policies, curricula, and training to prevent STDs, and, in collaboration with the State Health Agency, developing plans and specific actions to strengthen STD education within the context of comprehensive school health education.

\$1,400,000 available for up to 55 SEAs and 16 LEAs, with awards of approximately \$20,000.

- Establishing National Training and Demonstration Centers for Comprehensive School Health Programs.

\$1,500,000 available to fund up to two SEAs and one LEA, with awards ranging from \$450,000 to \$550,000.

Agency

U.S. Department of Health and Human Services, Program Development and Services Bureau, Division of Adolescent and School Health, National Center for Chronic Disease Prevention and Health Promotion, Centers for Disease Control, 1600 Clifton Road, Mailstop K-31, Atlanta, GA 30333, 404-488-5356.

State-Level Initiative. With a grant from the Centers for Disease Control, the **Florida Department of Education** encouraged and supported local school districts to develop innovative AIDS education programs. As a result, Sarasota County designed a model peer education program for HIV/AIDS prevention that is being replicated through the Northeast Florida Education Consortium, as well as other parts of the state. This HIV/AIDS prevention program is part of the district's comprehensive health education program and includes drama, rap sessions, and participation in a communitywide AIDS awareness week.

School-Level Project. The Boston Public Schools mandates the integration of HIV/AIDS education into the comprehensive school health education program in grades 6-12. As part of this mandate, the peer education program at **East Boston High School** trains students as peer counselors in HIV/AIDS and other health-related issues. This for-credit course is offered during the school day under the guidance of the Medical Foundation Prevention Center in Massachusetts. Its curriculum addresses the role of peer educators, self-esteem, decision making, values, effective listening, public speaking, and skills that will enable students to make their own good health decisions. Grades are based on student participation in class and completion of projects assigned by the prevention center and the classroom teacher. Following training, peer counselors, who reflect the racial and ethnic diversity of the student population, conduct a variety of public information efforts—meeting and talking informally with fellow students; making formal presentations at conferences and radio talk shows; giving talks on HIV and HIV-related topics in the school; and providing education and training to young people at emergency shelters for runaway youth.

YOUTH DEVELOPMENT

Source	<i>Maternal and Child Health Services Block Grant to the States, Social Security Act, Title V, Section 501(a)(1), 42 U.S.C. 701, as amended.</i>
Eligibility	State health agencies. Public and private nonprofit entities are eligible for subgrants.
Amount	\$547,081,250 was awarded in FY 92 on a formula basis, with financial assistance ranging from \$134,789 to \$37,631,897 and an average award of \$8,461,136. Funds require a 75% state and local match. FY 93 estimate is \$557,939,000.
Uses	To maintain and strengthen state leadership in planning, promoting, coordinating, and evaluating health care for pregnant women, mothers, infants, children, and children with special health care needs who do not have access to adequate health care services. States determine priority areas. Funds may be used to develop systems of care for the provision of health services and related activities, including planning, administration, education, and evaluation, subject to these reservations: 30% for preventive and primary care services for children. Activities may include support for school health services and programs, local partnerships, and comprehensive, community-based approaches. 30% for services for children with special needs.
Agency	U.S. Department of Health and Human Services, Maternal and Child Health Bureau, Health Resources and Services Administration, Public Health Service, 5600 Fishers Lane, Rockville, MD 20857, 301-443-2170.

The **University of Pennsylvania** collaborated with the Philadelphia School District and Freedom Theatre to host "Peer Power Education," a school-based peer and community health promotion campaign. Over 30 7th and 8th grade students at the John P. Turner Middle School wrote and performed "Choices," an original "hip hop" musical, for over 1,500 students. The show, about a 13-year-old girl who becomes pregnant, explored the consequences of teen sexuality and the issues of neonatal care, peer pressure, responsibility, communication, education, and employment. A videotaped performance and accompanying discussion manual will be distributed to all middle schools in the district. The project was supported by a federal Healthy Start grant from the U.S. Department of Health and Human Services. This targeted demonstration grant, administered locally by the Philadelphia Department of Public Health, supports the development of an integrated system of health care, social, and support services for pregnant, low-income women with the goal of improving maternal and child health and reducing the infant mortality rate.

Participating students are part of the WEPIC (West Philadelphia Improvement Corps) House, a "school within a school," that serves as the hub for a long-term school and community revitalization effort in West Philadelphia. The theme of the House—community health—is carried out through a project-based, interdisciplinary curriculum that engages students in service-learning activities, including work-based learning and peer and community education projects. Through this approach, students not only improve their basic skills and their ability to make healthy decisions, but also become agents of change in their families and communities.

YOUTH DEVELOPMENT

Source	<i>Maternal and Child Health Federal Consolidated Programs (Special Projects of Regional and National Significance), Social Security Act, Title V, Section 501(a)(1), 42 U.S.C. 702, as amended.</i>
Eligibility	Public and private nonprofit institutions, agencies, and organizations.
Amount	\$97,128,606 was awarded in FY 92 on a competitive basis to 602 projects, with financial assistance ranging from \$50,000 to \$1,500,000 and an average award of \$182,273,000. No matching funds are required. FY 93 estimate is \$106,595,000.
Uses	To conduct training, research, and other activities that make a substantial contribution to maternal and child health services. Over 70 projects focus on adolescent health, including research, interdisciplinary training, and demonstrations that target children in school settings.
Agency	U.S. Department of Health and Human Services, Maternal and Child Health Bureau, Health Resources and Services Administration, Public Health Service, 5600 Fishers Lane, Rockville, MD 20857, 301-443-2170.

Options for Pre-Teens is a primary prevention program that was designed with a Special Projects grant from the U.S. Department of Health and Human Services Maternal and Child Health Bureau. The program, targeted for at-risk youth, grades 5-7, incorporates a variety of restructuring elements: a life-planning curriculum; focus on improving academic skills; community service; improvement in school climate; parent involvement; and case management to provide early intervention, family counseling, and access to social and health services.

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YOUTH DEVELOPMENT

Source	<i>Nutrition Education and Training Program, Child Nutrition Act of 1966, Section 19, as amended, 42 U.S.C. 1788.</i>
Eligibility	State education agencies.
Amount	\$9,999,712 was distributed in FY 92 by formula, based on school enrollment data, with financial assistance ranging from \$62,500 to \$1,101,896 and an average award of \$178,566. FY 93 estimate is \$10,000,000.
Uses	Among other uses, funds may be used to conduct nutrition education activities in schools and child care institutions that participate in child nutrition programs sponsored by the U.S. Department of Agriculture (USDA). State coordinators are authorized to help establish nutrition teams within schools and to collaborate with appropriate agencies, including the USDA's Cooperative Extension Service. States have used funds to: • Conduct consultation, training, and technical assistance activities to help teachers learn the principles of nutrition and how to make them meaningful to their students. • Sponsor mini-grant programs to help schools support lively, stimulating learning experiences for children. • Conduct workshops and training activities to involve parents and community members in nutrition education coordinated with local school projects. • Develop and disseminate educational materials, including resource guides, training manuals, videos, and K-12 curriculum materials.
Agency	U.S. Department of Agriculture, Nutrition and Technical Services Division, Food and Nutrition Service, Alexandria, VA 22302, 703-305-2554.

Through a partnership with the USDA Cooperative Extension Service at Washington State University, students at **Hawthorne Elementary School** in **Seattle, Washington**, are working with parents, teachers, and other community members to create a school garden. Under the guidance of a 4-H organizer and senior citizen coordinator, kitchen staff, parents, students, and volunteers work in the garden every day during lunch and learn about aspects of gardening, such as recycling kitchen scraps for composting and water conservation. A research and curriculum assistant works with teachers to help them incorporate science-related concepts into the curriculum, including basic nutrition, biology, and ecology. This model gardening project promotes conservation, increases parent and community involvement, and provides resources for the school's food bank, which serves a low-income, inner-city, and demographically diverse neighborhood.

YOUTH DEVELOPMENT

Source	<i>Minority Community Health Coalition Demonstration, Public Health Service Act, as amended, Title XVII, Section 1707(d)(1), 42 U.S.C. 300u et seq.; Disadvantaged Minority Health Improvement Act of 1990, P.L. 101-527.</i>
Eligibility	Public (including city, county, regional, and state government) and private nonprofit organizations.
Amount	\$2,692,766 was awarded in FY 92 to 15 new and continuing projects, with financial assistance averaging \$200,000. Funds require a 25% match the first year, 40% the second, and 50% the third. FY 93 estimate is \$3,200,000.
Uses	The support of community coalitions that conduct unique and intensified health education efforts that seek to modify the behavioral and/or environmental factors associated with the health problems of minority groups, including: cancer; cardiovascular disease and stroke; chemical dependency; diabetes; homicide, suicide, and unintentional injuries; infant mortality; and AIDS. Funds must focus on at least one of the following minority groups: blacks, Hispanics, Native Americans, Alaskan Natives, and Asian/Pacific Islanders. Funds may not be used to provide health care services.
Agency	U.S. Department of Health and Human Services, Office of Minority Health, Office of the Assistant Secretary for Health, Public Health Service, Rockwall II Building, Suite 710, 5515 Security Lane, Rockville, MD 20852, 301-227-8769.

The University of California and the Department of Obstetrics and Pediatrics at San Francisco General Hospital teamed up to develop a coalition targeting high-risk minority males. Through a \$50,000 Minority Male Coalition Development Grant from the U.S. Department of Health and Human Services, the coalition refers, trains, and hires black and Hispanic teen fathers as **peer counselors**. These peer counselors receive training as health educators and are employed year-round to conduct presentations and classes at middle schools, high schools, community centers, hospitals, and churches.

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YOUTH DEVELOPMENT

Source	<i>Community Coalition Demonstration Projects to Support Health and Human Services Needs for Minority Males, Public Health Service Act, as amended, Title XVII, Section 1707(d)(1), 42 U.S.C. 300u et seq.; Disadvantaged Minority Health Improvement Act of 1990, P.L. 101-527.</i>
Eligibility	Public and private nonprofit organizations.
Amount	\$4,755,000 was awarded in FY 92 in the following manner: 21 conference grants averaging \$20,000; 12 community coalition development grants averaging \$50,000; and 19 new and continuing community coalition demonstration grants averaging \$250,000. FY 93 estimate is \$4,500,000.
Uses	To support a community-based response to the problems facing minorities at high risk of: • Health problems, such as drug and alcohol abuse; homicide, suicide, and unintentional injuries; AIDS and other sexually transmitted diseases; and mental health problems. • Social problems, such as unemployment, undereducation, poor social development, homelessness, family dysfunction, child abuse and neglect, delinquency, criminal backgrounds, teenage pregnancy, and fatherhood. Funds may be used to support the following types of activities: (1) Conferences on local minority male health and human service issues. (2) Coalition development to initiate or expand the efforts of community organizations to address the specific health and human service needs of a defined high-risk population. (3) Demonstration projects to implement, evaluate, and institutionalize strategies to meet the health, social, and related human service needs of minority males. A 25% local match is required for the first year, 40% for the second, and 50% for the third. The proposed project should seek to build on existing community groups and institutions and empower them to become active participants in creating solutions. Potential participants may include: preschool, Head Start, or elementary and secondary education programs; counseling programs; religious institutions; civic and community-based organizations; community health care providers; child welfare and youth services; collegiate, graduate, and postgraduate education programs in health or social sciences; businesses; job training programs; health and human service agencies; and local law enforcement.
Agency	Department of Health and Human Services, Office of Minority Health, Office of the Assistant Secretary for Health, Public Health Service, Suite 1102, 5515 Security Lane, Rockville, MD 20852, 301-227-8769.

The Contra Costa County Health Services Department in California received a \$249,975 grant from the U.S. Department of Health and Human Service's Community Coalition Demonstration Program to improve health and human services outcomes for black, Asian/Pacific Islander, Hispanic, and Native American youth. The PACT Middle Schools project seeks to develop new ways for boys ages 12-15 to personally deal with violence by teaching conflict resolution skills. The program coordinators hope to defuse violence by changing the attitudes of youth. The approach focuses on learning coupled with anti-aggressive role development. Nine local agencies are involved as sponsors to recruit trainees to serve as presenters in their schools. The boys receive a yearly stipend of \$850 for their time and effort. Serving as peer trainers and mediators, the boys act as part of a larger community information and training effort to reach adolescents and to encourage adults to press for more comprehensive means of violence prevention. This program is now supported by a combination of federal Maternal and Child Health Block Grants.

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YOUTH DEVELOPMENT

Juvenile Delinquency Prevention

Source	<i>Juvenile Justice and Delinquency Prevention—Special Emphasis, Juvenile Justice and Delinquency Prevention Act of 1974, Sections 261, 262, P.L. 93-415, as amended; P.L. 94-503; P.L. 95-115; P.L. 96-509; P.L. 98-473; P.L. 100-690; P.L. 102-586; 42 U.S.C. 5601, et seq.</i>
Eligibility	Public and private nonprofit agencies, organizations, and individuals, including state and local units of government and combinations of state or local units.
Amount	\$7,615,226 was awarded in FY 92 in the form of grants and contracts to new and continuing projects. No matching funds are required. FY 93 estimate is \$9,202,901.
Uses	Development and implementation of programs that design, test, and demonstrate effective approaches, techniques, and methods for preventing and controlling juvenile delinquency, such as the following: • Community-based alternatives to institutional confinement. • Effective means of diverting juveniles from the traditional juvenile justice and correctional system. • Advocacy activities aimed at improving services to youth involved in the juvenile justice system. • Model programs to strengthen and maintain the family unit. • Prevention and treatment for juveniles who commit serious crimes. • Programs to prevent hate crimes. • National law-related education programs of delinquency prevention.

The Special Emphasis Division has provided support for programs of national, regional, and local impact. The Agency recognizes that "schools are an integral component of all delinquency prevention efforts." It supports the infusion of elementary and secondary curriculums with moral education concepts and the development of peer leadership skills. In addition, it emphasizes that educational programs designed for at-risk and delinquent youth should foster self-esteem, academic achievement, and employment skills through the establishment of a mentoring relationship with a caring adult and the provision of vocational preparation and practical work experience.

In addition, the federal interagency Coordinating Council on Juvenile Justice and Delinquency Prevention recommends that federal agencies collaborate on comprehensive projects that focus on risk factors, including school failure, known to make youth vulnerable to delinquent activity, and to initiate public/private partnerships to help improve youth employability and self-sufficiency (Office of Juvenile Justice and Delinquency Prevention Annual Report, 1990).

YOUTH DEVELOPMENT

Agency U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, 633 Indiana Avenue, N.W., Washington, DC 20531, 202-307-5914.

Funded jointly by the U.S. Departments of Labor, Commerce, Health and Human Services, Justice, and Education, **Cities in Schools** provides training and technical assistance to replicate a model program targeting at-risk youth in traditional or alternative school settings. Through a five-year plan, Cities in Schools hopes to reach 500,000 at-risk youth and has thus far been implemented in over 60 communities across the country. At the local level, communities organize coalitions of public and private leadership to support development. Staff selected from social service and community-based organizations relocate at the school site to provide specialized planning and programs for at-risk youth.

Many of these specialized programs feature community service and service-learning components. For example, **Georgia Cities in Schools** developed the "success seminar." Designed for integration into the middle school curriculum, the seminar seeks to foster a learning community that supports the development of student attitudes and skills necessary for success in school, work, and life. This curriculum features a developmental process whereby students progress from taking responsibility in class to planning school and communitywide service projects. Other Georgia Cities in Schools models include student-run businesses and the extension of the curriculum into the community through local history, service, and building rehabilitation projects.

From 1987 to 1991, Cities in Schools received over \$10,000,000 from the U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention (OJJDP), Special Emphasis Division. With a grant from OJJDP's Research and Development Division, the Urban Institute in Washington, D.C., is conducting an evaluation to determine the effectiveness of national and local Cities in Schools programs.

YOUTH DEVELOPMENT

Source	<i>Part D—Juvenile Gangs and Drug Abuse and Drug Trafficking, Juvenile Justice and Delinquency Prevention Act of 1974, Sections 281 and 282, P.L. 93-415, as amended.</i>
Eligibility	Public and private nonprofit agencies, organizations, or individuals.
Amount	\$3,540,938 was awarded in FY 92 in the form of cooperative agreements and contracts. FY 93 estimate is \$4,071,027.
Uses	Establishment and support of programs and activities that involve families and communities in: • Reducing the participation of juveniles in drug-related crimes, particularly in elementary and secondary school. • Developing within the juvenile justice system new and innovative means to address the problems of juveniles convicted of serious drug- and gang-related offenses. • Reducing juvenile involvement in gang-related activity, particularly activities that involve drug distribution. • Promoting the involvement of juveniles in lawful activities in geographical areas in which juveniles and gangs commit crimes. • Providing treatment to juveniles who are members of such gangs, as well as supporting activities to inform them of the availability of such services. • Facilitating federal and state cooperation with local school officials to assist juveniles who are likely to participate in gang activity and to establish and support cooperation among local education, juvenile justice, employment, and social services agencies to prevent this participation. • Providing personnel, training, equipment, and supplies in conjunction with programs and activities to prevent the participation of juveniles in gang activity. • Provide pre- and post-trial drug abuse treatment to juveniles in the juvenile justice system. • Providing substance abuse education, prevention, and treatment involving police and juvenile officials in demand-reduction programs.

The Agency recognizes that "schools are an integral component of all delinquency prevention efforts." It supports the infusion of elementary and secondary curriculums with moral education concepts and the development of peer leadership skills. In addition, it emphasizes that educational programs designed for at-risk and delinquent youth should foster self-esteem, academic achievement, and employment skills through the establishment of a mentoring relationship with a caring adult and the provision of vocational preparation and practical work experience.

In addition, the federal interagency Coordinating Council on Juvenile Justice and Delinquency Prevention recommends that federal agencies collaborate on comprehensive projects that focus on risk factors, including school failure, known

to make youth vulnerable to delinquent activity, and to initiate public/private partnerships to help improve youth employability and self-sufficiency (Office of Juvenile Justice and Delinquency Prevention Annual Report, 1990).

Agency

U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, 633 Indiana Avenue, N.W., Washington, DC 20531, 202-307-0751.

The National Crime Prevention Council has developed a specialized curriculum known as **Teens, Crime, and the Community** to help educate students on how they can prevent crimes against themselves, as well as their families, friends, and neighbors. At the national level, the Council sponsors local demonstration sites and provides training, technical assistance, and guidelines to implement the curriculum. The education unit, which can be incorporated into the secondary school social studies curriculum, features chapters on violent crime, property crime, vandalism, substance abuse, acquaintance rape, child abuse, drunk driving, and shoplifting. Lessons cover the structure of the criminal and juvenile justice system, victims of crime, and teens and crime. The National Crime Prevention Council has received over \$700,000 from the U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention, Part D grants, to develop and disseminate this curriculum.

The curriculum challenges teenagers to use their critical thinking and problem solving skills and to become involved in local crime prevention and victim assistance projects. For example, "Crime, Law and Community" is a political science course at John F. Kennedy High School in Plainview, New York, which uses the Teens, Crime, and Community curriculum. The course, which fulfills a Participation in Government requirement for students graduating from New York high schools, incorporates an examination of crime in America as a public policy problem and requires students to design and implement a project to improve community safety. Following a 3-6-week introduction on how crime affects teens and their communities, students conduct outreach projects to teach lessons to elementary school children on latchkey safety, vandalism, peer pressure and substance abuse, and shoplifting.

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YOUTH DEVELOPMENT

Source	<i>Drug Control and System Improvement-Discretionary Grant Program, Omnibus Crime Control and Safe Streets Act of 1968, as amended, Title I; 42 U.S.C. 50 et seq.; Crime Control Act of 1990, P.L. 101-647.</i>
Eligibility	State and local government agencies, public and private nonprofit organizations, and federally recognized Indian Tribal governments.
Amount	\$56,750,905 was awarded in FY 92 for 145 competitive, noncompetitive, and continuation projects, with financial assistance ranging from \$50,000 to \$200,000. FY 93 estimate is \$53,863,171.
Uses	To provide leadership and discretion in controlling the use and availability of illegal drugs through criminal justice education and training, technical assistance, and programs that demonstrate concepts or strategies that are likely to be successful and suitable for national replication. Program announcements may vary each year but include the following general areas: • Demand-reduction programs in which law enforcement officers participate. • Community and neighborhood programs that assist citizens in preventing and controlling crime, including crime against the elderly and crime in rural jurisdictions. • Programs that identify and meet the treatment needs of adult and juvenile drug-dependent and alcohol-dependent offenders. • Alternatives to prevent detention, jail, and prison for persons who pose no danger to the community. In FY 92, the Agency funded competitive applications in, among others, the following priority areas: • Community policing strategies, in which police and communities work together in prevention and intervention efforts in such areas as schools, public housing, recreational parks, and community centers threatened by drug-related crime and illegal gang activity. The involvement of residents, neighborhood organizations and institutions is an essential component of this initiative. • Operation Weed and Seed, a comprehensive and integrated multiagency approach to law enforcement and community revitalization that seeks to remove the locus of violent crime, drug abuse, and gang activity and to prevent its recurrence through a broad array of education, public health, recreation, housing, and employment services. • Alternative corrections options, particularly for youthful offenders (ages 14-25), which seek to promote self-discipline, substance abuse treatment, and productive academic and vocational pursuits, including vocational education, work experience, and community service. • Evaluations of grant programs to disseminate information to state and local jurisdictions on "what works" against violent gangs, violent crime, drug use, and drug trafficking.

YOUTH DEVELOPMENT

Agency U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Assistance, 633 Indiana Avenue, N.W., Washington, DC 20531, 202-514-5947.

With substantial federal interagency resources, **Operation Weed and Seed** is being implemented in over 20 U.S. Cities. The effort involves local coalitions of education, law enforcement, community development, health, recreation, and other public and private in fighting crime, addressing social and economic problems, and revitalizing neighborhoods. While the "Weed" strategy focuses on removing criminal offenders, the "Seed" strategy focuses on community development.

To foster a sense of individual responsibility, the Seed strategy promotes interagency collaboration to develop alternative activities for school-aged youth, such as recreational activities, mentoring, job and life skills development, education, and community service projects. In **Kansas City, Missouri**, for example, neighborhood alliances are involving local residents and institutions in maintaining the security of their neighborhoods through cleanups, the removal of abandoned cars, repair and replacement of street lights, and graffiti removal. In **Trenton, New Jersey**, agencies are involving high-risk youth in alternative activities through school-based programs. Other implementation sites include: **Philadelphia, Omaha, Atlanta, Charleston, Chelsea (Md.), Chicago, Denver, Fort Worth, Madison, Pittsburgh, Richmond, San Antonio, San Diego, Santa Ana, Seattle, Washington, D.C., and Wilmington.**

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AGING

Aging

Source *Special Programs for the Aging, Older Americans Act of 1965, Title III, Parts B, C, D, and F, P.L. 89-73, as amended; P.L. 90-42; P.L. 91-69, P.L. 92-258, P.L. 93-29, P.L. 93-351, P.L. 94-135; P.L. 95-65; P.L. 95-478; P.L. 97-115; P.L. 98-459; P.L. 100-175, P.L. 100-628, P.L. 102-375.*

Eligibility States that have state agencies on aging designated by the governor.

Amount In FY 92, the following amounts were awarded on a formula basis under the various Administration on Aging programs: Part B: \$299,238,000; Part C: \$366,067,000; Part D: \$6,898,000; and Part F: \$17,000,000. FY 93 estimates are in the same range.

Uses Design and implementation of state and local programs and services for older individuals.

Part B: Supportive Services and Senior Centers. Formula grants to foster the develop of community-based systems of services for older persons. These services include in-home services such as homemaker, personal care, chore, and/or visiting and telephone reassurances; neighborhood services such as legal services, residential repair, escort services, health services, and physical fitness programs; and access services such as transportation, outreach, information, and referral.

Part C: Nutrition Services. Formula grants to support nutritious meals, nutrition education, and other nutrition services for older Americans.

Part D: In-Home Services for Frail Older Individuals. Formula grants for in-home services, including supportive services, personal care, and other state-defined services for older individuals who are victims of Alzheimer's disease and related disorders.

Part F: Preventive Health Services. Formula grants to design and implement programs for periodic preventive health services to be provided at senior centers or appropriate alternative sites.

Agency U.S. Department of Health and Human Services, State and Community Programs, Administration on Aging, Washington, DC 20201, 202-619-0013.

Y.E.S. (Youth Exchanging with Seniors) is a community-based intergenerational, interagency project that trains youth to provide assisted-living services for senior citizens throughout a 20-county region of **West Texas**. County projects are coordinated by a resource team composed of a home economist from the U.S. Department of Agriculture's Cooperative Extension Service, a home economics teacher, a health care professional, and a senior citizen. ...(continued)

...(continued) The resource team recruits volunteers from business, health care, and social service sectors to train youth and match them with senior citizens who request services. These services may include routine housekeeping, lawn care, personal services, minor auto care, and minor home repairs. In addition, seniors work with youth to carry out a joint project that will benefit the community. Through this process, youth have created a supportive network to help the rural elderly maintain their independent lifestyles, and seniors have shared their traditions, values, and heritage. Y.E.S. is directed by faculty from Texas Tech University, Texas A&M University, and the Texas Agricultural Extension Service. It receives support from the Texas Department on Aging and a variety of private foundations and corporations.

Seventh graders at **Gardner Middle School in Lansing, Michigan**, are learning and applying their basic math skills by interacting with senior citizens. Every two weeks, a math teacher at Gardner takes his class to four local senior citizen apartment complexes. The students set up a market of nutritious food for those who are unable to go to a shopping center due to limited mobility, that is, physical impairment or lack of access to transportation. Students price the food, weigh, and cash out the items, and assist the seniors in putting away their groceries. This market allows the seniors, who are on a fixed income, to conveniently purchase 40% of their groceries at reduced cost. The food is obtained wholesale from area food distributors and bought with the earnings from the previous week's market. This unique lab experience is enhanced through related assignments where students practice their basic skills via comparison shopping, weighing and measuring goods, and totaling predetermined orders from senior citizens who are shut-ins. Students receive academic credit for their participation in the planning, which takes place in the classroom. Those who travel to the complexes work on a volunteer basis. Improved class attendance, parent letters, and student attitudes show that this experience is successfully motivating and teaching students who were labeled as low achievers, based on standardized test scores below the 20th percentile.

Every school in **Northhampton County, Pennsylvania**, signs a contract with the county Area on Aging. This Memorandum of Understanding commits schools, senior centers, and other facilities to work together by outlining the obligations of coordinators and the training, orientation, placement, and supervision of student volunteers. Through this process, schools and agencies not only have a clear definition of the roles and responsibilities of each but are better able to evaluate their intergenerational projects.

Each morning, third-grade students at Polk-Hordville Elementary School in Polk, Nebraska (population 440), make personal telephone calls to home-bound elderly residents in the community. Through "Tele-care," the children ask their friends how they are doing and whether they need anything. Sometimes the seniors ask for medicine to be delivered or snow to be shoveled after a storm. But if there is no answer, volunteers in the community visit the resident to check on their health and safety. This emergency response system allows the elderly to live independently at home, and once even saved an elderly woman's life. Each year, the children visit their elderly friends at the local senior center and host a tea for them in their classrooms at the end of the year.

AGING

Source	<i>Special Programs for the Aging—Title IV—Training, Research and Discretionary Projects and Programs, Older Americans Act of 1965, Title IV, P.L. 89-73, 79 Stat. 218, as amended; P.L. 97-115, 95 Stat. 1595; P.L. 98-459, 98 Stat. 1767; P.L. 100-175; P.L. 100-628, 42 U.S.C. 3031-3037b; P.L. 102-375.</i>
Eligibility	Public or private nonprofit organizations, agencies, or institutions.
Amount	\$25,941,000 was awarded in FY 92 on a competitive basis, with financial assistance ranging from \$25,000 to \$300,000. Grants generally require a 25% match. FY 93 estimate is \$25,692,784.
Uses	Design and implementation of a variety of model projects to improve knowledge of the problems and needs of the elderly and to demonstrate better ways of improving their quality of life, including research, education, and training related to aging. Priorities vary each year and in the past have included the integration of aging into the public school curriculum, intergenerational programming, and the expansion of the volunteer network.
Agency	U.S. Department of Health and Human Services, Washington, Office of Program Development, Administration on Aging, DC 20201, 202-619-0441.

In 1990, three state education agencies were awarded Title IV grants from the Administration on Aging to infuse aging into the elementary and secondary school curriculum. The agencies conducted common activities, including curriculum development, implementation of projects using older volunteers, and teacher training. For example, the **Mississippi State Department of Education** received a \$96,476 grant to develop an aging content for integration into the new comprehensive health education curriculum for secondary schools. The curriculum, developed in cooperation with the Mississippi Council on Aging and the University of Mississippi Geriatric Center, features the use of State and Area Agency on Aging personnel as classroom resources to increase awareness and knowledge about aging and to motivate students to participate in community service activities that increase intergenerational contact. Aging content and team teaching methods were introduced through teacher training workshops for the comprehensive health education curriculum, with follow-ups involving Area Agency on Aging personnel and community volunteers.

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201

CHILD CARE

Child Care

Source	<i>Child Care for Families At-Risk of Welfare Dependency, Omnibus Budget Reconciliation Act of 1990, Section 5081, P.L. 101-508; 42 U.S.C. 602 (i); 42 U.S.C. 603 (n).</i>
Eligibility	All states and territories.
Amount	\$357,535,000 was distributed in FY 92 by formula, based on the state's proportion of children relative to the total number of children in the United States. FY 93 estimate is \$377,761,000.
Uses	Assistance to states to allow them to provide child care to low-income families who are not receiving Aid to Families with Dependent Children (AFDC), who need child care to work, and who would otherwise be at-risk of becoming eligible for AFDC.
Agency	U.S. Department of Health and Human Services, Office of the Director, Office of Family Assistance, Administration for Children and Families, 5th Floor, Aerospace Building, 370 L'Enfant Promenade, S.W., Washington, DC 20447, 202-401-9275.

Best SELF (Summer Education Learning Fun) in **Skagit County, Washington**, is a nine-week summer program for over 300 youth in grades kindergarten through sixth. Program components include meals, games, crafts, field trips, community awareness and service projects, and educational hands-on experiences, based on special themes. Daily activities are conducted from 7:30 a.m. to 5:30 p.m., Monday through Friday, at three sites. Each group of 25 students is assisted by a team of three high school students, two college interns, and one certified teacher. Students participate in a variety of activities, including learning sign language, studying the environment, performing in dramatic productions, studying local history, and building sculptures. Project Service Leadership helps teaching teams incorporate service learning. The program was designed to provide activities for students who have working parents or who are from needy or dysfunctional families, but it includes children from all economic and social backgrounds. Fees, which begin at \$50.00 per week per child, are structured on a sliding scale, based on ability to pay. School districts provide free use of facilities. Other assistance is provided by the Private Industry Council, which supports the high school aide positions; work study programs at Western Washington University and Skagit Valley College; the U.S. Department of Agriculture's National School Lunch Program; and city funds and private donations. For its second year, the county has committed its federal child care funds targeted for low-income families.

CHILD CARE

Source	<i>Grants to States for Planning and Development of Dependent Care Programs, State Dependent Care Development Grants Act, as amended; Human Services Reauthorization Act of 1990, P.L. 101-501; Human Services Reauthorization Act of 1986, Title III, P.L. 99-425, 42 U.S.C. 9871 et. seq.</i>
Eligibility	All states and territories through a lead agency designated by the Governor. Grants or contracts may be awarded to public agencies or private nonprofit organizations to operate programs in public or private school facilities.
Amount	\$13,175,000 was distributed in FY 92 by formula, based on the state's proportion of the total population. Financial assistance ranged from \$445,000 to \$1,300,000. Funds require a 25% state match. FY 93 estimate is \$12,938,656.
Uses	Planning, development, operation, expansion or improvement of services related to school-age (ages 5-13) child care before and after school—60% of allotment. The lead agency must enter into agreement with educational institutions on the use of school facilities.
Agency	U.S. Department of Health and Human Services, Children's Bureau, Administration for Children and Families, 200 Independence Avenue, S.W., Washington, DC 20201, 202-690-6782.

For over 10 years, students in the Home Economics Department at **Brooks County High School in Quitman, Georgia**, have operated a full-time day care center open to the community. Students from all grades participate as part of their classes. In addition, the center serves as a state-licensed training program in child care. The center, operating on user fees, assists not only working parents but unwed mothers who are able to attend classes while leaving their children in safe care. The center is a successful example of a school-incubated enterprise assisted by REAL Enterprises, a national network that supports the integration of entrepreneurship education to simultaneously improve education and meet community development needs in rural areas.

The **Southwest Vermont Career Development Center Playschool in Bennington** began operating in 1970 as a vocational training school for students pursuing careers in day care. As part of their high school education, students may undertake a two-year program in human services, where they study the human development process and work in elementary schools and nursing homes. As part of this human services program, students may work in the playschool and earn the Child Development Associate degree. These students receive training in licensing regulations, first aid, CPR, child development, and program planning. The Playschool contracts with the State Department of Social and Rehabilitation Services to provide care for the children of teen mothers, who also participate regularly as aides in the center.

CHILD CARE

Source	<i>Payments to States for Child Care Assistance, Child Care and Development Block Grant Act of 1990; Omnibus Budget Reconciliation Act of 1990, Section 5082, P.L. 101-508, as amended; Sections 658J and 658S, P.L. 102-586.</i>
Eligibility	All states and territories through a lead agency appointed by the Governor.
Amount	\$825,000,000 was distributed in FY 92 by formula, based on the number of children below age 13, the number of children receiving assistance through the School Lunch Program, and per capita income. No state match is required. FY 93 estimate is \$892,711,241.
Uses	To provide child care services for low-income families and to increase the availability, affordability, and quality of services. Eligible children must be under age 13 with a family income at or below 75% of the state median income, and whose parents are working or attending a job-training or educational program. 75% of funds must be used to provide: (a) 90% for direct services to children, in the form of certificates for parents that can be used for center-based, group home, family, and in-home child care that meets state and local licensing, registration, and regulatory requirements. (b) 10% for activities to improve the availability and quality of child care through such activities as administration or those allowed under (2). 25% of funds must be used as follows: (a) 75% for establishment or expansion of early childhood development and before- and after-school care, including school holidays and vacation periods. Grants or contracts may be awarded to public and private nonprofit organizations and units of general purpose local government. (b) 20% for quality improvement activities, such as resource and referral centers, training and technical assistance, and monitoring and compliance. (c) 5% at grantee's discretion. Funds may not be used for students grades 1-12 as tuition or for any instructional service that extends, replaces, or duplicates the regular academic program or for which students receive academic credit toward graduation.
Agency	U.S. Department of Health and Human Services, Division of Child Care, Children's Bureau, Administration for Children and Families, 200 Independence Avenue, S.W., 3rd Floor, Room 352-G, Washington, DC 20201, 202-690-6782.

During the summer of 1993, the Harlem Freedom Schools Project will operate five summer day schools for 1,000 at-risk children, ages 5-18. Nearby college faculty will work collaboratively with African American and Latino student community organizers/supervisors to train 50 young people, ages 17-25, to direct these "one-room schoolhouses." In addition, student directors will plan and implement a program to increase the involvement of community residents in community issues such as health care, hunger, housing, lead paint poisoning, and violence. In addition to partnerships with the City College of New York, Manhattan Community College, and community-based agencies in Central Harlem and Williamsburg, this project received support from the Commission on National and Community Service as a Summer of Service demonstration model.

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CHILD CARE

Source	<i>Head Start, Head Start Act; Omnibus Budget Reconciliation Act of 1981, Title VI, Subtitle A, Chapter 8, Subchapter B, P.L. 97-35, as amended; Human Resources Reauthorization Act of 1990, Title I, P.L. 101-501; Omnibus Elementary and Secondary Education Act, Part E, P.L. 100-297, 42 U.S.C. 9801 et. seq.</i>
Eligibility	Any public or private nonprofit agency within a community. Grantees may subcontract with other child-serving agencies to provide services.
Amount	\$2,201,800,000 was distributed in FY 92 on a competitive basis, with awards ranging from \$87,490 to \$68,067,055, and averaging \$1,458,464. Fund allocations among states are based on the relative number of preschool children living with families with incomes below the poverty line and the number of children, birth to 18, living in families receiving AFDC. Funds must be matched with a 20% cash or in-kind contribution. FY 93 estimate is \$2,776,285,604.
Uses	To provide comprehensive health, educational, nutritional, social, and other services to economically disadvantaged preschool children and to involve parents in activities with their children so that the children will attain overall social competence. 90% of the children served must come from families whose income is at or below the poverty level. Eligible children are 3-5-year-olds. Major program components include the following: • <u>Education</u>—Learning experiences to foster intellectual, social, and emotional growth. • <u>Health</u>—Comprehensive care, screening, assessment, and early intervention, including medical, dental, mental health, and nutrition services. • <u>Parent Involvement</u>—Parent participation in parent education, program planning, and operating activities. • <u>Social Services</u>—Community outreach, referral, family needs assessments, recruitment and enrollment, emergency assistance, and crisis intervention services.
Agency	U.S. Department of Health and Human Services, Administration for Children and Families/Head Start, P.O. Box 1182, Washington, DC 20013, 202-205-8569.

The BI-County Community Action Council and the Beltrami and Cass County Senior Citizen Councils on Aging in Bemidji, Minnesota, have developed an array of intergenerational programming to enrich existing Head Start programs. Over 200 older adults have been recruited, trained, and placed as volunteers to serve as mentors for classrooms and families and to conduct special projects. As one component of the program, Head Start children interact with adult day care participants and nursing home residents. A resource and training manual, as well as a computer program, have been produced through the project, which received \$40,000 under Title IV from the federal Administration on Aging and \$69,712 from the federal Administration on Children and Families, which funds Head Start.

CHILD CARE

Source	<i>Comprehensive Child Development Centers, Child Development Act of 1988, Title II, Part E, Sections 2501-2504, P.L. 100-297, 42 U.S.C. 9871 et. seq.</i>											
Eligibility	Head Start agency or agency eligible to be designated as a Head Start Agency, including schools; community-based organization; institution of higher education; public hospital; community development corporation; or public or private nonprofit agency specializing in social service delivery to infants or young children.											
Amount	\$44,398,000 was awarded in FY 92 on a competitive basis, with awards ranging from \$800,000 to \$1,800,000. Funds require a 20% match.											
Uses	Five-year grants for the planning and operation of intensive, comprehensive, and continuous supportive services for infants, toddlers, and preschoolers from low-income families to enhance their intellectual, social, emotional, and physical development and provide support to their families. Grantees must provide, directly or through third-party providers, the following children's services: • Health care, including screening, immunization, treatment, and referral. • Developmental screening, assessment, and early intervention. • Early childhood development programs. • Nutrition. Grantees must also provide directly, or through third-party providers, the following services for parents and family members: <table><tr><td>• Prenatal care</td><td>• Health care</td></tr><tr><td>• Mental health care</td><td>• Child care</td></tr><tr><td>• Education</td><td>• Substance abuse identification and treatment</td></tr><tr><td>• Employment counseling and vocational training</td><td>• Education in child development, income support, nutrition, and housing</td></tr><tr><td>• Assistance in securing adequate health care and nutrition</td><td></td></tr></table>		• Prenatal care	• Health care	• Mental health care	• Child care	• Education	• Substance abuse identification and treatment	• Employment counseling and vocational training	• Education in child development, income support, nutrition, and housing	• Assistance in securing adequate health care and nutrition	
• Prenatal care	• Health care											
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• Assistance in securing adequate health care and nutrition												
Agency	U.S. Department of Health and Human Services, Administration for Children and Families, P.O. Box 1182, Washington, DC 20013, 202-205-8566.											

The **Boulder Valley Schools Teen Parenting Program** in Colorado was established in 1980 to enable teen parents to complete high school and become self-sufficient and successful parents. Participants enroll in a child development and parenting course, where they work regularly with infants and toddlers at on-site nurseries. The nurseries also serve as professional training and practicum sites for home economics and child development students, preservice teachers, nurses, social workers, and psychologists. In addition, the program offers courses in academic subjects and independent living, support groups for teens and their families, counseling, and pre- and post-natal care. Through a partnership with the Private Industry Council, entry-level work experience and skills training is offered for teens at-risk of leaving school. Program support includes the school district, the Boulder County Health Department, grants, and private donations.

COMMUNITY DEVELOPMENT

Community Development

Source	<i>Community Development Block Grants/Entitlement Grants, Community Development Act of 1974, Title I, as amended, Public Law 93-383.</i>
Eligibility	Cities in Metropolitan Statistical Areas designated as central cities (generally, cities over 50,000 and urban counties in excess of 200,000 people).
Amount	\$2,340,849,000 was distributed in FY 92 to 888 units of local government, with financial assistance determined by formula, based on population, extent of poverty and overcrowding, growth lag, and age of housing. FY 93 estimate is \$2,725,450,000.
Uses	To develop viable urban communities by providing decent housing and a suitable living environment, and by expanding economic opportunities. Projects must primarily benefit persons of low and moderate incomes, aid in the prevention or elimination of slums and blight, or meet other community development needs having a particular urgency. Neighborhood-based nonprofit organizations, local community development corporations, and Section 301(d) Small Business Investment Companies are eligible for loans or grants to carry out the following kinds of activities: • Acquisition and disposition of real property. • Renovation, rehabilitation, and/or preservation of public and residential housing, closed buildings, and historic properties. Funds may not be used to construct new housing units, however. • Provision of public services, which may constitute only 15% of the allotment, including those related to employment, crime prevention, child care, health, drug abuse education, fair housing counseling, energy conservation, welfare, or recreational needs. • Emergency repair of streets, sidewalks, parks, playgrounds, public utilities, and public buildings, as well as debris removal. • Special economic development activities such as the acquisition, construction, and rehabilitation of commercial and industrial buildings. • Planning, urban environmental design, and policy-planning-management-capacity building activities. • Neighborhood revitalization, community economic development, and energy conservation projects.
Agency	U.S. Department of Housing and Urban Development, Entitlement Communities Division, Office of Block Grant Assistance, Community Planning and Development, 451 7th Street, S.W., Washington, DC 20410, 202-708-1577.

The Northwest Side Community Development Corporation teamed up with several schools in the Milwaukee School District to embark on a long-term project to improve security and attract business into the community, as well as to prepare students with the knowledge, skills, and attitudes to contribute to the work force. The corporation, a nonprofit economic development agency that receives funds from membership dues, foundations, and federal sources such as the Community Development Block Grant Program, has supported the development of a construction magnet program at Custer High School, a predominantly black, inner-city public school. The school provides both regular and special education students with a technical education program in which they rebuild boarded-up houses in the community. The corporation supports a half-time position to coordinate the program. The corporation purchases homes from the U.S. Department of Housing and Urban Development at 80% of cost and assumes the financing, liability, and management of the home. Through the assistance of the corporation, the school obtains a \$30,000 interest-free line of credit from Bank One to cover supplies, materials, and other expenses until the restored homes can be sold. The loan is repaid with the profits from the sale of the homes to low-income families. In addition to the bank's assistance, Wisconsin Gas and Electric provides utilities during construction; and local businesses donate shrubbery and other landscaping materials.

While enrolled in the program, students learn a variety of construction-related skills. As sophomores and juniors, they work on small segments of the homes. During their senior year, students spend two hours every day at the site under the direction of teachers. During the summer, the corporation, with funds from the U.S. Department of Labor's Job Training Partnership Act, pays wages for continuing student work. This temporary employment often leads to full-time opportunities upon graduation. Although the corporation's members act as consultants and supervisors on different aspects of the work, students handle every phase of renovation, from cost estimates, analysis, and preparation to design, roofing, landscaping, painting, electrical installation, plumbing, and the laying of floors and drywalls. This work must pass the city's inspection before it is sold to a disadvantaged family at "the lowest price consistent with good business practice." A diploma and Career Certificate guaranteeing students' abilities are awarded to students upon graduation. If employers are not satisfied with a particular employee, the former student returns to Custer to be retrained. Corporation members also host shadowing opportunities, tutor in academic subjects, and sponsor mock interviews to sharpen students' presentation skills.

The Urban Rehabilitation Project is one segment of Custer's Renaissance Program, which after several years is credited with transforming Custer from one of the worst inner-city schools to a revitalized school with increased morale. The program boasts a 100% retention rate; and students have shown not only an improvement in their sense of direction and responsibility, but also markedly improved grades, especially in math. According to teachers, the project has boosted pride and motivation as students learn why geometry and English are important to real-world work. Many students credit the experience with keeping them away from gangs and drugs while giving them the opportunity to contribute their talents and skills to the community. In addition to the in-school program, the corporation has teamed up with YouthBuild USA to sponsor a similar apprenticeship opportunity for out-of-school youth. Through the YouthBuild component, youth work to complete their GED while developing leadership and communication skills as part of a family, a team, and a community.

Through the **KIDS as Planners** process, the KIDS Consortium, a private nonprofit organization, helps schools involve children in meaningful activities that are integrated into the academic curriculum and the comprehensive land-use plans of local communities. For example, as part of an English composition writing assignment, juniors at **Edward Little Franklin High School** in **Auburn, Maine**, envisioned what they would like to do with the "snake path," an undeveloped, sometimes dangerous half-mile by 400-yard wilderness region owned by the school. Based on their interests, the students formed teams to research and formulate recommendations—and thus transform the curriculum of their English classes. With their English teacher, the city planner, and a landscape architect serving as consultants, the teams interviewed students and community residents, drafted proposals, and developed consensus through team debates. The result was a 50-page master plan for the property, now called "E.L.F. Woods," produced by the English classes, which proposed landscaping and forest management, a cross-country course, an obstacle course, a mountain biking trail, and resurfacing and lighting of a 500-yard walkway. The plan, which includes scale drawings, cost estimates, timelines, and construction features/materials, was presented by the students and approved by the student body, the School Board, and the City Council. To assist in the project's implementation phase, the City Council allocated \$15,000 of its federal Community Development Block Grant funds. In addition, American Concrete Industries committed concrete fixtures for park benches, picnic tables, and lighting supports. Through their participation in the municipal planning process, students strengthened their research, writing, and oral presentation skills in the exercise of the rights and responsibilities of citizenship.

REAL Enterprises is a nonprofit organization that seeks to help rural schools and community colleges support entrepreneurship education that stimulate small business development, create jobs, improve schools, and encourage school-business partnerships. Through the program, students research, plan, set up, and operate their own economically viable small businesses. Components include academic courses in applied economics, entrepreneurship, and small business management. Students research the feasibility of their businesses ideas, prepare formal, comprehensive business plans in accordance with local needs, and obtain the support to implement and sustain their ventures. Although planning and profit-making businesses in the agricultural, manufacturing, service, and retail sectors are chosen by most REAL students, students have also used their entrepreneurial skills to create a needed community service or nonprofit venture, such as a child care center and recycling business.

The REAL curriculum is based on the pedagogy of experiential education: opportunities for student choice, design, revision, execution, reflection, and evaluation are infused throughout the educational process; students' proposed ventures serve as the text of business courses; teachers act as facilitators and coaches of student learning; students engage in conscious and thoughtful reflection of their ongoing work; and the classroom serves as a cooperative-learning environment where student experiences, information, and plans are discussed and analyzed on a regular basis. Through the process of becoming independent job creators, students not only use problem-solving, communication, and higher-order thinking skills, but gain a sense of personal empowerment and efficacy.

More than 20 states are planning to join the founding states of Georgia, North Carolina, and South Carolina as members of the national REAL Enterprises Federation. As members of the national network, states provide training and technical assistance to guide teachers, faculty, and administrators in developing REAL programs, which may take on a local variations: a four-period block of English, American Studies, Communication Arts, and Entrepreneurship in Alaska; a Tech-Prep program in North Carolina; an Associate of Applied Science degree in Wyoming; and an interactive distance learning network in Oklahoma and Vermont. In addition to courses, programs operate a revolving loan fund to launch school-incubated enterprises. For example, in Spokane, Washington, county commissioners earmarked \$10,000 in federal Community Development Block Grant funds to help students start up their small businesses. At the local, state, and national level, REAL is supported by a variety of other public and private sources, including foundations, community colleges, universities, federal and State Departments of Education and Labor, and the U.S. Department of Agriculture's Cooperative Extension Service.

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COMMUNITY DEVELOPMENT

Source	<i>Community Services Block Grant, Omnibus Budget Reconciliation Act of 1981, as amended, P.L. 97-35; Community Services Block Grant Act, Title VI, Subtitle B, Section 671, 42 U.S.C. 9901; Community Economic Development Act of 1981, Title VI, Chapter 8, Subchapter A, Section 611, as amended, 42 U.S.C. 9801; Human Services Reauthorization Act of 1984, P.L. 98-558; Human Services Reauthorization Act of 1986, P.L. 99-425, 42 U.S.C. 9901(b); Augustus F. Hawkins Human Services Reauthorization Act of 1990, P.L. 101-501.</i>
Eligibility	States, territories, and Indian tribes, with 5% for state administration. Most funds are legislatively mandated to community action agencies or migrant or seasonal farmworker organizations, which in turn may award grants to public and private agencies. States may grant up to 7% to entities not eligible in the previous fiscal year and may transfer up to 5% for programs under the Older Americans Act, Head Start, Low-Income Home Energy Assistance, or the Temporary Emergency Food Assistance Act of 1983.
Amount	\$360,000,000 was distributed in FY 92 on a formula basis, with financial assistance ranging from \$2,051,460 to \$33,461,018. Funds require no match. FY 93 estimate is \$372,000,000.
Uses	A range of services and activities having a measurable and significant effect on the causes of poverty in the community. States have the flexibility to tailor their programs to the particular services in their communities, including those designed to help low-income individuals— • Secure and retain meaningful employment. • Attain an adequate education. • Make better use of available income. • Obtain and maintain adequate housing and a suitable living environment. • Obtain emergency services assistance to meet immediate and urgent individual and family needs, including health care, food, housing, and employment. • Achieve greater participation in the affairs of the community. • Make more effective use of other related programs through coordination and establishment of linkages between governmental and social service programs. • Receive emergency supplies and services, such as nutritious foodstuffs, and related services to prevent starvation and malnutrition. • Receive expanded services through the encouragement of efforts from the private sector to ameliorate poverty in the community.
Agency	U.S. Department of Health and Human Services, Division of State Assistance, Office of Community Services, Administration for Children and Families, 370 L'Enfant Promenade, S.W., Washington, DC 20447, 202-401-9343

In 1990, three Human Resource Development Councils established the **Montana Conservation Corps, Inc.**, to provide economically disadvantaged youth, ages 16-21, with opportunities to work on public lands during the summer. Corps members are employed at minimum wage to focus on conservation measures and to renovate public recreational facilities. For examples, corps members have constructed tourist cabins and nature trails at state parks. As part of each day, corps members learn about environmental issues and work on life, job, and leadership skills. The program is funded almost entirely by a federal Community Services Block Grant.

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COMMUNITY DEVELOPMENT

Source	<i>Community Services Block Grant—Discretionary Awards, Omnibus Budget Reconciliation Act of 1981, as amended, P.L. 97-35; Community Services Block Grant Act, Title VI, Subtitle B, Section 681, 42 U.S.C. 9910; Community Economic Development Act of 1981, Title VI, Chapter 8, Subchapter A, Section 611, as amended, 42 U.S.C. 9801; Human Services Reauthorization Act of 1984, Section 204, P.L. 98-558, 42 U.S.C. 9910; Human Services Reauthorization Act of 1986, P.L. 99-425, 42 U.S.C. 9910b; Augustus F. Hawkins Human Services Reauthorization Act of 1990, P.L. 101-501.</i>
Eligibility	States, public agencies, and private nonprofit organizations.
Amount	\$41,368,000 was awarded in FY 92 on a competitive basis, with financial assistance ranging from \$50,000 to \$500,000. No match is required. FY 93 estimate is \$38,282,925.
Uses	Program activities of national or regional significance to alleviate the causes of poverty in distressed communities and that promote: • Full-time permanent jobs for poverty-level project area residents. • Income and/or ownership opportunities for low-income community members through business, physical, or commercial development and that generally improve the quality of the economic and social environment in economically depressed areas. Eligibility restricted to private, locally initiated, nonprofit community development corporations or affiliates governed by a board consisting of the community and business and civic leaders. • Better standard of living for rural low-income individuals in terms of housing or water and waste-water treatment. • Projects proposing new and innovative strategies for addressing the special needs of migrant and seasonal farmworkers, including crisis nutritional relief; development of self-help systems of food production; emergency health and social services referral and assistance; home repair, rehabilitation, and ownership; and long-term and permanent employment. • National or regional programs designed to provide instructional activities for low-income youth.
Agency	U.S. Department of Health and Human Services, Division of Community Discretionary Programs, Office of Community Services, Administration for Children and Families, 370 L'Enfant Promenade, S.W., Washington, DC 20447, 202-401-9346.

COMMUNITY DEVELOPMENT

Source	<i>Community Services Block Grant Discretionary Awards—Demonstration Partnerships, Human Services Reauthorization Act of 1986, as amended, Section 408, P.L. 99-425, 100 Stat. 972, 42 U.S.C. 9910b; Augustus F. Hawkins Human Services Reauthorization Act of 1990, P.L. 101-501.</i>
Eligibility	Eligible entities are current recipients of Community Services Block Grant Funds, including community action agencies. An organization that is not an eligible entity may participate if accepted as a partner by an eligible entity.
Amount	\$4,050,000 was awarded in FY 92 to 23 local applicants with financial assistance ranging from \$200,000 to \$280,000 for a project period of up to 30 months. Funds must be matched on a one-to-one basis with public or private sector dollars. FY 93 estimate is \$3,804,258.
Uses	To develop, in partnership with local or state agencies, new ideas for increasing economic self-sufficiency among low-income individuals and communities. Projects must involve significant new combinations of resources or new and innovative partnership approaches to meet the objectives of the Community Services Block Grant Act and to coordinate with ongoing programs. The Agency evaluates projects to replicate those that are most successful. Target populations include homeless individuals and families, female heads of households, low-income families, young minority males, teen parents, and school-aged at-risk youth. The program funds projects that focus on small-business ventures, self-employment, youth life skills, case management, comprehensive integrated services, and early intervention/prevention. In particular, the Agency welcomes projects proposing creative solutions to address the lack of integrated support systems for unemployed young men in the inner cities.
Agency	Office of Community Services, Administration for Children and Families, Department of Health and Human Services, 370 L'Enfant Promenade, S.W., Washington, DC 20447, 202-401-2333.

Bethel New Life, a community development corporation on **Chicago's West Side**, is spearheading a coalition to restructure three of the area's vocational high schools. According to the corporation's former head, "We were interested in helping students to think of themselves as in a position to contribute to the economic development of their community, and the schools to think of themselves as engines for economic development." In 1989, the corporation brought together parents, teachers, principals, education advocates, and community leaders to develop a new vision for vocational education—the integration of academic and vocational course content, elimination of ability grouping, provision of supportive services, and implementation of a four-year curriculum in enterprise development. ...(continued)

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...(continued) This curriculum would involve students in identifying and meeting community needs and provide all students, including those with special needs, with basic and advanced academic skills and with occupational competencies in all aspects of the industry they are preparing to enter. At George Westinghouse Vocational High School, for example, students may choose from a variety of occupational clusters and Tech Prep programs, including School of Commerce and Communication, a School of Evolving Technologies, and a "build environment" program where student learn electrical, carpentry, and plumbing skills while rehabilitating an apartment building that could bring home ownership for their own families.

The Youth Enterprise Network (YEN), the communitywide coalition implementing this change process, has helped the schools establish school-based, youth-owned enterprises. With Through venture clubs, students research community needs and create small businesses to meet those needs, learning planning, management, finance, and technical skills, as well as community and labor issues, environmental concerns, and the uses of technology. With the assistance of a variety of community-based organizations and local colleges, students have opened a student-operated credit union and a school store to supply the community's office needs. Although participation is currently a matter of student interest, YEN members and school staff are working collaboratively to infuse the principles of youth enterprise across the curriculum.

The communitywide planning process has also resulted in the development of needed activities and services at many schools: an on-site health clinic and day care center that also serve as a laboratory for student learning; community education programs; training for parents and community members advocacy and school governance; and training for parents in small-business development. In addition to YEN partners, major funding has been provided by the Joyce Foundation and the U.S. Department of Education's Carl D. Perkins Vocational and Applied Technology Education Act.

COMMUNITY DEVELOPMENT

Source	<i>John Heinz Neighborhood Development Program, Housing and Urban-Rural Recovery Act of 1983, Section 123(g), as amended.</i>
Eligibility	Community-based organizations that are private, voluntary, nonprofit corporations; have a governing board that represents at least 51% neighborhood residents; have conducted business at least one year prior to the date of application; and have conducted at least one activity whose primary beneficiaries are low- and moderate-income persons.
Amount	\$2,000,000 was awarded in FY 92 on a competitive basis. No more than \$50,000 in matching funds may be awarded, although the local share varies. FY 93 estimate is \$3,000,000.
Uses	To help community-based organizations increase their capacity to carry out housing and community development activities and to assist these organizations achieve long-term financial independence for their activities. Activities must benefit low- and moderate-income persons and may include the following: • Creation of permanent jobs in the neighborhood. • Establishment or expansion of businesses within the neighborhood, such as a business incubator program. • Development of new housing, rehabilitation of existing housing, or management of housing stock within the neighborhood. • Delivery of essential services that have a lasting benefit to a neighborhood. • Planning, promotion, or financing of voluntary neighborhood improvement activities.
Agency	U.S. Department of Housing and Urban Development, Office of Technical Assistance, Room 7218, Community and Neighborhood Management Division, CGTC, 451 7th Street, S.W., Washington, DC 20410, 202-708-2186.

The Dormitory Project at Bronx Regional High School in New York involves students in renovating an abandoned neighborhood building into a home—for themselves. Many of the school's students have been forced to carry all of their belongings with them during the day because the neighborhood's high incidence of drug abuse and crime has left them homeless. With the support of the Banana Kelly Community Improvement Association—a neighborhood development corporation—the building is being converted into a refuge for 20 homeless students. Students may work on the project for a semester, spending three months taking classes and three months at the work site. They are paid minimum wage for their work, as well as a dollar for each class they attend. The combination of good pay and training have prompted many school dropouts to come back to school to participate.

COMMUNITY DEVELOPMENT

Source	<i>HOPE for Youth: Youthbuild, Cranston-Gonzales National Affordable Housing Act, Title IV, Subtitle D, as amended; P.L. 102-550, 42 U.S.C. 12899 et seq.</i>
Eligibility	Public or private nonprofit agency, including a community-based organization, private industry council, community action agency, state or local housing development agency, community development corporation, and any other entity eligible to provide education and employment training under other federally assisted employment training programs.
Amount	\$95,000,000 is appropriated for FY 93 for all Title IV programs, with 5% reserved for Subtitle D, Youthbuild programs.
Uses	To expand the supply of permanent affordable housing for low-income families by using the talents and energies of economically disadvantaged young adults. At least 75% of participants must be low-income youth ages 16-24 who have dropped out of high school and who may participate full-time for a period of 6 to 24 months. Programs may carry out services directly or through contracts with private industry councils, state and local educational agencies, institutions of higher education, state and local housing development agencies, Indian tribes, and other public and private agencies and organizations.

Planning Grants enable applicants to develop Youthbuild programs through the following activities:

- Feasibility studies.
- Establishment of consortia between youth training and education programs and housing developers.
- Identification and selection of a program site.
- Preliminary architectural and engineering work.
- Identification and training of program staff.
- Planning for education, job training, and other services.
- Other necessary planning, training, or technical assistance.
- Preparation of application for an implementation grant.

Implementation Grants enable applicants to carry out Youthbuild programs. Program components include the following:

- Architectural and engineering work.
- Acquisition, rehabilitation, and construction of housing and related facilities to provide home-ownership opportunities for low-income families; residential housing for homeless individuals and low-income families; and transitional housing for persons who are homeless, disabled, or deinstitutionalized or who have other special problems.
- Administrative costs, not to exceed 15%.
- Education and job training services, including youth apprenticeship programs; basic skills instruction and remedial education; bilingual education; secondary education leading to attainment or equivalency of a high school diploma; counseling; leadership skills training; and support services.
- Wage stipends and benefits.

COMMUNITY DEVELOPMENT

- Operating expenses.
- Legal fees.
- Ongoing training and technical assistance.

Priority is given to applicants who coordinate and finance job training, education, and community development activities with other federal, state, private, and local resources.

Management and Technical Assistance contracts may be awarded to provide assistance to the U.S. Department of Housing and Urban Development in the management, supervision, and coordination of Youthbuild programs and related training, technical assistance, and information services.

Agency

U.S. Department of Housing and Urban Development, Office of Affordable Housing Programs, Room 7158, 451 7th Street, S.W., Washington, DC 20410, 202-708-0324.

Born out of the Youth Action Program in Harlem, **YouthBuild Boston** employs and trains young people, ages 16-24, to construct and rehabilitate housing for homeless and low-income families. Training is coordinated with preapprenticeship and apprenticeship programs so that graduates may obtain unsubsidized jobs in the construction industry and gain entry into construction-related unions. During their training, youth attend academic classes to master basic skills, learn cultural history, and prepare for the General Education Development (GED) examination. Major emphasis is also placed on leadership development—youth receive training in leadership skills, make decisions affecting the YouthBuild program and its policies, and become involved in community life. Other components include individual and peer counseling, support groups, weekend retreats, recreation and cultural activities, and linkages with supportive services to facilitate participation. YouthBuild Boston is supported by private foundations and local funds, including Boston Community Schools and federal Community Development Block Grant funds. Through significant private funding, the YouthBuild model is being replicated in cities across the country via training, technical assistance, mini-grants, and evaluation. Sites include Cleveland, Tallahassee, Gary, San Francisco, Indianapolis, Atlantic City, Milwaukee, St. Louis, Pittsburgh, Philadelphia, New York City, Harrisburg, Los Angeles, and cities in Georgia and Florida.

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COMMUNITY DEVELOPMENT

Source	<i>Outdoor Recreation—Acquisition, Development and Planning, 16 U.S.C. 1-4 et. seq.; Land and Water Conservation Fund Act of 1965, P.L. 88-578, 78 Stat. 897, as amended; P.L. 90-401, 82 Stat. 354; P.L. 91-485, 84 Stat. 1084; P.L. 91-308, 84 Stat. 410; P.L. 92-347, 86 Stat. 460; P.L. 93-81, 87 Stat. 178; P.L. 94-422, 90 Stat. 1313; P.L. 95-42, 91 Stat. 210; PL. 100-203, 101 Stat. 1330.</i>
Eligibility	State (including territories and Indian tribes) agencies designated by the Governor apply on behalf of other state agencies or local governments and political subdivisions, including cities, counties, and park districts.
Amount	\$26,143,000 was awarded in FY 92 on a competitive basis, with financial assistance ranging from \$150 to \$5,450,000 and an average award of \$68,178. Funds require a 50% match. FY 93 estimate is \$38,591,000.
Uses	Acquisition and development grants for a wide range of outdoor recreation projects including inner-city parks, campgrounds, nature trails and centers, park landscapes, cultural and historic preservation, and recreation facilities. All property acquired or developed must be maintained perpetually in public recreation use. The Agency recognizes that state and local efforts to establish a national recreation system have been "enhanced further by the volunteer efforts of thousands of citizens, working to protect, improve, and even operate or maintain those park and recreation areas they know best for the benefit of all." In addition, the Agency recognizes states that have encouraged community and private sector volunteerism in planning, construction, and funding projects, as well as imaginative and low-cost methods to solve community open space and creation problems, creation of jobs, and services to special populations. Over 77% of total obligated funds have been awarded to locally sponsored projects that provide close-to-home recreational opportunities that are readily accessible to user populations. In FY 91, these local projects included the development of park recreation facilities via a communitywide volunteer effort and the development of an environmental education complex to host 6,300 science classes a year (Report to Congress, Fiscal Year 1991).
Agency	U.S. Department of the Interior, Recreation Grants Division, National Park Service, P.O. 37127, Washington, DC 20013-7127, 202-343-3700.

In cooperation with the Oregon State Department of Forestry and the Portland Chamber of Commerce, the Washington County Service Corps developed a six-acre arboretum. This natural recreation facility required not only planting but the construction of nature trails and bridges, all of which was done by the corps members. The corps, which is operated by the Washington County Education Service District, integrates work, community service, and education in a one-semester program for high school students, many of whom are struggling in school. Crews of eight students work on conservation and community development projects on a grant, contract, and fee-for service basis. One day each week is devoted to processing their experiences through structured reflection and discussion, as well as leadership, life, and job skills training. Upon completion of their semester, students may earn not only high school credit but an educational scholarship of \$1,000 and placement in a internship program.

COMMUNITY DEVELOPMENT

Source	<i>Urban Park and Recreation Recovery Program, Urban Park and Recreation Recovery Act of 1978, Title 1, P.L. 95-625, 16 U.S.C. 2501-2514.</i>
Eligibility	Cities and counties meeting eligibility criteria, based on need, economic and physical distress, and relative quality and condition of urban recreation facilities and systems.
Amount	\$4,923,335 was awarded in FY 92 on a competitive basis. Funds must be matched with local, state, or private dollars, as well as with federal General Revenue Sharing and Community Development Block Grant funds.
Uses	To revitalize existing recreation systems by addressing physical, service, and management problems. Applicants are required to have a current Recovery Action Program plan that emphasizes priorities for overall recreation systems recovery and schedules for the most urgent implementation actions. Planning Grants support the development of local park and recreation plans that include resource and needs assessments, coordination, citizen involvement and planning, and program development activities to encourage public definition of goals. Rehabilitation Program funds the rebuilding, remodeling, and expansion of existing facilities, such as recreation centers, swimming pools, and playgrounds. Innovation Program funds the costs of personnel, facilities, equipment, supplies, or other services to develop responsive and cost-effective programs, partnerships, and other innovative approaches to improve facility design, operations, or access to park and recreation opportunities at the neighborhood level. These may include the expansion of recreation services for the elderly, people with disabilities, youth, and other special populations or the adaption of nonrecreation sites to recreational purposes. Funded projects have included the creation of a volunteer citizen corps for maintaining neighborhood parks; development of anti-crime and safety programs; and recreational programs for handicapped and senior citizens.
Agency	U.S. Department of the Interior, Recreation Grants Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127, 202-343-3700 or Regional Offices of the National Park Service.

Through the **Schools and Kids in Parks (SKIP)** program, the **Elk Grove Unified School District in Sacramento, California**, is involving over 500 elementary school children and teachers in restoration and field research at the newly created **Stone Lakes Refuge**. Interdisciplinary environmental education curricula is being developed for fourth-, fifth-, and sixth-grade classes, which will combine natural science presentations with communitywide volunteer days and visits to the refuge to engage in service and study activities. SKIP will help students build a sense of stewardship toward their community and environment. It was developed through partnerships with the Sacramento County Department of Parks and Recreation, the U.S. Fish and Wildlife Service, and a \$40,000 Serve-America subgrant under the National and Community Service Act.

Under the leadership of the Hancock County Vocational Center in Ellsworth, Maine, elementary and high school students are working cooperatively to make the local bird sanctuary more accessible to older citizens and persons with disabilities. Through surveys and interviews, second-grade students are gathering data on improvements necessary to remove barriers to public use. This information will serve as the basis for modification plans to be designed by a high school drafting class, which will also work to implement structural changes. Through this process, students are expected to develop a sense of global stewardship and learn the value of community cooperation in accomplishing specific tasks.

COMMUNITY DEVELOPMENT

Source	<i>Cooperative Extension Service, Smith-Lever Act, as amended, 7 U.S.C. 341-349; District of Columbia Public Postsecondary Education Reorganization Act, P.L. 93-471; Food and Agriculture Act of 1977, 7 U.S.C. 341-349, as amended; Renewable Resources Extension Act of 1978, Section 1361(c), P.L. 95-306; P.L. 95-113, 7 U.S.C. 301n; P.L. 97-98; Agriculture and Food Act of 1981; Food Security Act of 1985, as amended, P.L. 99-198.</i>								
Eligibility	Designated higher education land-grant institutions in the 50 states and territories.								
Amount	\$389,273,000 was distributed in FY 92 by formula, based on farm and rural populations and the number of people living below poverty level. Financial assistance ranged from \$853,000 to \$19,929,000, with an average award of \$7,106,000. FY 93 estimate is \$407,978,000.								
Uses	The Cooperative Extension System is a future-oriented, self-renewing educational network that seeks to help people improve their lives and communities. Local programs help citizens to identify and solve their farm, home, and community problems through the practical application of research findings of the U.S. Department of Agriculture and the Land Grant Colleges and Universities. Base programs common to most Extension units include the following: • Agricultural Competitiveness and Profitability. • Community Resource and Economic Development. • Family Development and Resource Management. • 4-H and Youth Development. • Leadership and Volunteer Development. • Natural Resources and Environmental Management . Current national initiatives that will be addressed through the educational base programs include: <table><tbody><tr><td>• Food Safety and Quality</td><td>• International Marketing</td></tr><tr><td>• Plight of Young Children</td><td>• Revitalizing Rural America</td></tr><tr><td>• Sustainable Agriculture</td><td>• Waste Management</td></tr><tr><td>• Water Quality</td><td>• Youth at Risk</td></tr></tbody></table>	• Food Safety and Quality	• International Marketing	• Plight of Young Children	• Revitalizing Rural America	• Sustainable Agriculture	• Waste Management	• Water Quality	• Youth at Risk
• Food Safety and Quality	• International Marketing								
• Plight of Young Children	• Revitalizing Rural America								
• Sustainable Agriculture	• Waste Management								
• Water Quality	• Youth at Risk								
Agency	U.S. Department of Agriculture, Extension Service, Washington, DC 20250, 202-720-3377.								

The Cooperative Extension Service at **Mississippi State University** and **Alcorn State University** are designing a statewide educational program on waste management. This program includes a K-12 curriculum with components in household waste, agricultural development, and community development that will be integrated into the science curriculum, along with community service opportunities for students. In addition, many other agencies are providing in-kind support, funding, and recommendations, including the State Department of Education, State Department of Environmental Quality, Mississippi Manufacturers Association, Appalachian Regional Commission, and local school systems. One community leader and one educator in each school will work together to implement county and community-based educational efforts. Training will be conducted through the Cooperative Extension Service's teleconferencing facilities and county agents.

COMMUNITY DEVELOPMENT

Source	<i>1890 Institution Capacity Building Grants, National Agricultural Research, Extension, and Teaching Policy Act of 1977, as amended, Section 1472, P.L. 95-113, 7 U.S.C. 3318.</i>
Eligibility	Sixteen 1890 Land-Grant Colleges and Tuskegee University in the states of Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia. Other colleges and universities are eligible for competitive grants to achieve the same objectives under the U.S. Department of Agriculture's Higher Education Challenge Grants program.
Amount	\$9,876,000 was awarded in FY 92 on a competitive basis for 49 teaching and research projects. Teaching grants range from \$100,000 to \$215,000 for up to 3 years. A nonfederal match is strongly encouraged. FY 93 estimate is \$9,864,671.
Uses	To build university research and teaching capabilities through cooperative programs with federal and nonfederal entities. Teaching grants may be used in the following areas: • Curricula design and materials development, including use of alternative instructional methodologies such as hands-on learning and educational programs outside of the classroom. • Faculty preparation and enhancement for teaching, including expanding competence with new methods of instruction. • Instruction delivery systems. • Scientific instrumentation for teaching. • Student experiential learning, including research, apprenticeships, internships, practicums, and mentoring experiences. • Student recruitment/retention activities, including those that target elementary and secondary school students and establish more effective linkages with science classes. Projects funded in FY 91 include community service internships, summer employment, mentoring, experiential learning opportunities for high school students, and outreach and education for middle school and high school students, teachers, parents, and counselors.
Agency	U.S. Department of Agriculture, Office of Higher Education Programs, Cooperative State Research Service, Room 310E, Aerospace Center, Washington, DC 20250-2200, 202-401-1790.

Through the **Partners in Progress** program, over 100 employees at the USDA Agricultural Research Service at **Mississippi State University** work as mentors, teachers, and friends to help students at the **Rosa Stewart Fifth Grade School** learn about science and agriculture. In addition to tutoring, field trips, and special presentations, students and employees plant fruits and vegetables together and harvest their own garden. Through their experiences, students develop lasting friendships and learn about career opportunities in agriculture.

ENVIRONMENT

Environment

Source *Energy Extension Service, National Energy Extension Service Act, Title V, P.L. 95-39; Department of Energy Organization Act of 1977, as amended, P.L. 95-91, 42 U.S.C. 7101, P.L. 101-440.*

Eligibility States and territories.

Amount \$4,757,000 was distributed in FY 92 on a formula basis—50% based on state population and 50%, equal distribution. Financial assistance ranged from \$41,900 to \$322,000, with an average of \$83,500. Funds require 20% match with cash or in-kind contributions. FY 93 estimate is \$5,000,000.

Uses Programs to provide small-scale energy users with education, information, and technical assistance on energy conservation, alternative sources of fuel, and innovative energy-efficient technologies. Specific programs are targeted to homeowners, farmers, small businesses, local governments, and public institutions through local networks of government agencies, colleges and universities, and volunteers.

To carry out energy outreach programs to educate consumers on the responsible and efficient use, conservation, and development of energy resources, as well as the relationship between energy and other national issues, the National Energy Extension Service Advisory Board recommends:

- Inclusion of an energy-related curriculum as part of the general science requirements for high school graduation.
- Improvement in the quality of math and science education.
- Use of existing delivery mechanisms—federal, state, and local governmental bodies—for energy education.
- Use of electronic communication technologies in K-12 energy education.
- Promotion of community-based recycling programs and waste-to-energy technologies.

Although the program is not focused on schools, funded projects have included the implementation of an energy education curriculum that involves high school students in constructing solar energy devices and conducting demonstrations; training of educators and students in energy conservation techniques and their demonstration; and recruitment and training of volunteers to counsel senior citizens on weatherization and to conduct installation.

Agency U.S. Department of Energy, State Energy Programs Division (CE-522), Forrestal Building, 1000 Independence Avenue, S.W., Washington, DC 20585, 202-586-9187.

In response to severe pollution and landfill problems, students and teachers at **Lloyd Dieckrichsen Elementary School in Sparks, Nevada**, developed an extensive energy awareness program for schools and communities in Northern Nevada. Students provide education and technical assistance to counties throughout the state, covering littering and pollution, conservation of energy sources, energy alternatives, and rural community development. Starting many years ago with the design of a simple calendar on energy facts, students have been involved in a variety of sophisticated energy-related activities. These activities, which also serve as the context for reading, writing, math, and science, include: conservation lessons for younger students; public relations campaign for energy conservation via skits, puppet shows, posters, flyers, and a statewide energy day and month; creation of energy-saving tips for nightly airing on a local CBS news affiliate; production of plays and videos on energy alternatives; a pen-pal program with Alaska to discuss energy-related issues; an environmental safety program dealing with fossil fuels, plastics, and styrofoam; reduction in school power bills through new energy management and planning techniques; production and teaching of energy-related workshops, offered for university credit, for rural counties of Nevada; sponsorship of recycling drives to raise money to weatherize the homes of senior citizens; and presentations to the City Council, PTA, and local and national news media.

Through these teaching and advocacy efforts, students have motivated communities to establish recycling programs and to implement energy-related lessons and workshops for students and residents. Support has been received from the U.S. Department of Energy, the University of Nevada, a Serve-America subgrant under the National and Community Service Act, and community contributions.

As an expansion of these efforts, a leadership component was developed—Camp FLEE (Future Leaders of Energy and Environment). Students in grades K-6 create plays, produce a newspaper, and work on science and math projects. Students in grades 5-8 follow a more advanced curriculum under the guidance of high school student counselors. These counselors are Camp FLEE alumni who receive training for their positions. Following their week at Camp FLEE, the students return to school to share knowledge in the classroom and to contribute service to the community. This program is open to students from across the state and will be replicated in both Illinois and Arizona.

ENVIRONMENT

Source	<i>Coastal Zone Management Estuarine Research Reserves—Education Awards, Subpart G, Coastal Zone Management Act of 1972, Section 312, P.L. 92-583, 16 U.S.C. 1451 Seq.; Coastal Zone Management Act Amendments of 1987, Section 315 (1), P.L. 94-370, 16 U.S.C. 1451 Seq.; Coastal Zone Management Act Amendments of 1980, P.L. 96-464; Coastal Zone Management Act Amendments of 1984, P.L. 98-960; Coastal Zone Act Reauthorization Amendments of 1990, P.L. 101-508.</i>
Eligibility	Any coastal state entity. Coastal states include states and territories in or bordering on, the Atlantic, Pacific, or Arctic Ocean; the Gulf of Mexico; Long Island Sound; or the Great Lakes.
Amount	\$3,954,000 was distributed in FY 92 for acquisition, development, and operation of National Estuarine Research Reserves as well as for related monitoring, research, and education. Education awards have ranged from \$9,000 to \$150,000. Funds must be matched on a one-to-one basis. FY 93 estimate is \$3,492,000 for all Estuarine Research Reserves programs.
Uses	The National Estuarine Reserve Research System consists of reserves owned and managed by states. The system focuses on the protection of estuarine land and water resources, including wetlands, fish and wildlife habitats, water quality, and coastal areas, as well as issues like hazard mitigation, planning and development, and public access, education, and recreation.

Under the auspices of the National Estuarine Research Reserves program, **Education Awards** support the development of innovative educational projects and materials to enhance public awareness and understanding of estuarine areas. Estuarine areas are defined as part of a river or stream or body of water having unimpaired connection with the open sea. Projects are funded under the following categories:

- Design, development, and distribution/placement of interpretive or educational media, such as exhibits, publications, posters, audio-visuals, computer software and maps that have an educational or interpretive purpose. Projects may also develop techniques for accessing reserve-related resources, activities, and information.
- Development and presentation of curricula, workshops, lectures, seminars, and other structured programs or presentations for facility or field use.
- Extension/outreach programs.
- Creative and innovative methods and technologies for implementing interpretive or educational projects.

Priority is given to projects that benefit more than one research reserve and/or the entire National Estuarine Reserve Research System.

Projects have included a variety of educational programs involving volunteers, schools, teachers, and students. For example, Jobos Bay (Puerto Rico), North Carolina, Old Woman Creek (Ohio), Padilla Bay (Washington), Rookery Bay (Florida), Waquoit Bay (Massachusetts), and Wells (Maine) have received grants to support the design and implementation of educational programs, including teacher training and curriculum development. South Slough (Oregon) and Elkhorn Slough (California) have developed an internship program; Great Bay (New

ENVIRONMENT

Hampshire) developed a citizen's monitoring project and floating laboratory; and Rookery Bay conducted a project to integrate its education and research goals via a fish population study by college and high school faculty and students.

Agency U.S. Department of Commerce, Sanctuaries and Reserve Division, Office of Ocean and Coastal Resource Management, National Ocean Service, National Oceanic and Atmospheric Administration, 1825 Connecticut Avenue, N.W., Room 714, Washington, DC 20235, 202-606-4122.

Teams of teachers and students from four Puget Sound area high schools in Washington are combining their studies of science, language arts, and social studies to investigate local environmental issues. Using scientific methods, students examine chemical and biological indicators of environmental health; in social studies, they learn about the political, environmental, and economic factors that contribute to policy development, and, through English classes, communicate their findings to peers, policymakers, and the public. Projects include monitoring water quality, studying the carcinogenic levels of certain seafoods, assessing local wetlands, and developing comprehensive strategies to reduce air pollutants within the school and community. Teachers work in collaboration with both the Environmental Protection Agency and Project Service Leadership to identify critical issues and integrate their study into the curriculum. According to the Chief of EPA Region 10 Office of Water Planning in Seattle, service learning offers a unique opportunity to work through the educational system to effect lifestyle changes at the individual and community level.

ENVIRONMENT

Source	<i>National Estuary Program, Clean Water Act, Title III, Sections 317 and 320, as amended, P.L. 94-117, 33 U.S.C. 466 et seq.</i>
Eligibility	State Water Pollution Control agencies, interstate and intrastate agencies, other public or nonprofit agencies, and institutions and individuals in the geographic areas of the following estuaries: Long Island Sound, Buzzards Bay, Narragansett Bay, New York-New Jersey Harbor, Delaware Bay, Delaware Inland Bays, Sarasota Bay, Galveston Bay, Santa Monica Bay, Albemarle-Pimlico Sound, San Francisco Bay, Casco Bay, Massachusetts' Bays, Indian River, Tampa Bay, Barataria-Terribonne and Estuary Complex, Los Angeles.
Amount	\$12,500,000 was awarded in FY 92 to 17 estuary programs, ranging from \$10,000 to \$795,000. FY 93 estimate is \$12,700,000.
Uses	To develop programs to protect and restore coastal resources in estuaries of national significance in accordance with a Comprehensive Conservation and Management Plan. Five-year and annual workplans are developed and approved at management conferences, which include participants from state legislatures, interstate or regional environmental agencies, state agencies, local governments, and other public or private nonprofit agencies, research institutions, and individuals. Programs characterize the problems of the estuary, determine relationships between pollutant loading and impacts on living resources, and identify plans of action. These plans include: • Analyzing existing historical data from various sources of information collected in the estuary. • Conducting research to acquire additional data necessary to address priority problems. • Efforts to increase regional and public understanding of the problems and complexities of the estuary and bring public input to the decision-making and management processes. These efforts may include public awareness programs such as interpretive and interactive displays, lecture series, workshops, and other educational activities. • Reviewing and evaluating new water sediment quality and living resource programs.
Agency	Environmental Protection Agency, Oceans and Coastal Protection Division, Office of Wetlands, Oceans, and Watersheds Protection (WH-556F), 401 M Street, S.W., Washington, DC 20460, 202-260-6502.

To promote citizen involvement and stewardship toward the quality of life in their communities, the Casco Bay Estuary's Education Committee awarded a grant to the KIDS Consortium, a private nonprofit organization in Portland, Maine. The Consortium has developed KIDS as Planners, a process that engages elementary, middle, and high school students in community development through a wide range of planning activities integrated into the academic curriculum. For this project, one urban site, Portland, and one rural watershed site, Bridgeton/Naples, were selected to pilot the process. The KIDS as Planners process draws on the power structure in local communities, including city government, businesses, laboratories, and corporations, for training, guidance, and resources in designing and implementing community development activities. To initiate the program, teachers attended an inservice training workshop where they developed workplans to match academic disciplines to local problems and needs with the help of resource people in the area, including city planners, municipal officials, and engineers. Teachers received continuing education units through the University of Southern Maine for designing and implementing their workplans. Through this networking process, schools develop an organic model for implementation: School-based activities range from monitoring the impact of water quality on plant and animal life in the estuary to stopping shorefront erosion and working collaboratively with developers to design open space. In the coming years, the Casco Bay Estuary, which participates in the Environmental Protection Agency's National Estuary Program, will continue to commit its federal funds to involve additional school systems in the KIDS as Planners process.

HEALTH CARE

Health Care

Source	<i>Rural Health Services Outreach, Public Health Service Act, Section 301.</i>
Eligibility	Consortium of at least three nonprofit, for-profit, public and private entities located in a non-Metropolitan Statistical Area, including school districts, hospitals, public health and social service agencies, emergency service providers, and community health centers.
Amount	\$20,500,000 was awarded in FY 92 on a competitive basis to 27 local projects, with financial assistance ranging from \$50,000 to \$300,000. No matching funds are required. FY 93 estimate is \$24,000,000.
Uses	Projects that demonstrate new and innovative collaborative models to expand health care services to underserved rural communities, including: • Projects for the direct provision of services to special needs populations, including the poor, the elderly, the disabled, pregnant women, infants, adolescents, minorities, and others with financial, geographical, social, and cultural barriers to access. Projects may provide health education, health screenings, prenatal care, primary health care, parenting skills, immunization, child care, nutrition information, hospice care, home health care, homemaking services, mental health services, substance abuse treatment, and injury-reduction services. • Projects to establish or improve access to basic health and mental health services in clearly defined rural areas that lack such care. • Efforts to improve the retention of rural health care providers. • Projects to link ambulatory health, mental health, and substance abuse services. • Projects to provide, enhance, or revitalize emergency medical services. • Projects to reduce high rates of suicide and depression among rural adolescents through the provision of mental, social, and educational services. • Projects to enhance the health and safety of farmers, farm families, and migrant and seasonal farm workers.
Agency	U.S. Department of Health and Human Services, Office of Rural Health Policy, Health Resources and Services Administration, Public Health Service, Room 9-05, Parklawn Building, 5600 Fishers Lane, Rockville, MD 20857, 301-443-0835.

Many rural communities have used Rural Health Services Outreach grants to establish a community-based emergency response system via the training of emergency medical technicians and volunteers. One such system is Explorer Post 53, Darien Emergency Medical Services in Connecticut. Operating since 1970, the Post is composed of 50 high school students, ages 14 to 18, who receive professional training to serve as Emergency Medical Technicians, dispatchers, and ambulance drivers. Working in teams of four under adult supervision, students carry electronic pagers to respond to calls during the school day and at night.

HEALTH CARE

Source	<i>Childhood Immunization Grants, Public Health Service Act, Section 317, 42 U.S.C. 247b, as amended, Health Services and Centers Amendments of 1978, P.L. 95-626; Omnibus Budget Reconciliation Act of 1981, as amended, P.L. 97-35; Preventive Health Amendments Act of 1984, P.L. 98-555.</i>
Eligibility	Any state, and in consultation with state health authorities, political subdivisions of states and other public entities.
Amount	\$256,816,692 was awarded in FY 92 on a competitive basis to 63 applicants, with awards ranging from \$32,000 to \$8,500,000 and an average award of \$1,350,000. No matching funds are required. FY 93 estimate is \$289,272,000.
Uses	To establish and maintain preventive health service programs at state and local levels that immunize individuals against vaccine-preventable diseases, including measles, rubella, poliomyelitis, diphtheria, pertussis, tetanus, hepatitis B, mumps, and hemophilus influenza type b. Funds may be support the following activities: • Planning, organization, and implementation of immunization programs, including purchase, storage, supply, and delivery of vaccine. • Assessment of community problems, surveillance, and outbreak control. • Information and education. • Compliance with school immunization laws. • Citizenship participation and use of volunteers to plan and implement programs.
Agency	U.S. Department of Health and Human Services, Centers for Disease Control, Public Health Service, 1600 Clifton Road, N.E., Atlanta, GA 30333, 404-639-1414.

In cooperation with the Department of Public Health and the West Philadelphia Improvement Corps, the ICARE (Immunize Children At Risk Early) program immunized over 3,000 children in Philadelphia, Pennsylvania, during the summer of 1993. Nursing students from 12 area colleges and universities treated children from low-income communities at such sites as day care centers, Little League games, churches, and schools and community centers; and they educated families about preventable diseases, lead poisoning, AIDS, nutrition, smoke detector testing, and radon testing. Nursing students worked for nine and a half weeks at minimum wage and received a \$1,000 educational stipend and optional independent study course credit. ...(continued)

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Nursing teams were assisted in their education, dissemination, and immunization efforts by students at the John P. Turner Middle School, who participated as part of an annual summer institute that integrates work-based learning, career education, health education, and academic goals. Work-based learning experiences are reinforced through journal writing and reflection, and the curricula developed is used at Turner during the regular school year as well as at other local middle schools. During the fall term, students have the opportunity to share what they learned with younger students in the feeder schools. Since 1990, the Turner school has employed a health-focused curriculum where students provide a variety of health care services as part of their academic program—communitywide health surveys; health screenings on hypertension, cardiovascular risk, and vision and hearing; individual health care assessments for adults; workshops and presentations on health care issues; and internships with area hospitals and clinics.

ICARE received support from the Commission on National and Community Service as a Summer of Service demonstration model as well as \$200,000 from the U.S. Department of Health and Human Services, Bureau of Primary Health Services and Bureau of Health Professions.

HEALTH CARE

Source	<i>Preventive Health and Health Services Block Grants, Public Health Service Act, as amended; Omnibus Budget Reconciliation Act of 1981, Title XIX, Section 1905, P.L. 97-35, as amended; Preventive Health Amendments of 1984, P.L. 98-555; Health Omnibus Programs Extension Act of 1988, P.L. 100-607.</i>
Eligibility	State and territorial governments, and, in certain cases, Tribes or Tribal organizations within the state. State allotments may be subcontracted only to public and private nonprofit entities.
Amount	\$129,000,000 was distributed in FY 92 on a formula basis, with financial assistance ranging from \$29,560 to \$9,458,121 and an average award of \$1,409,762. FY 93 estimate is \$143,323,168.
Uses	To improve the health status of the population through the provision of preventive health services. Funds may support costs for planning, administration, and educational activities, in, among others, the following areas: • Activities leading to the accomplishment of Healthy People 2000, a set of 300 National Health Promotion and Disease Prevention Objectives to be achieved by the year 2000. These objectives are arranged under 22 priority areas, including the following: <i>health promotion strategies</i>, which are related to individual lifestyle choices, such as fitness, nutrition, and substance abuse; <i>health protection strategies</i>, which are related to environmental or regulatory measures that confer protection on large population groups, such as food and drug safety and environmental health; <i>preventive services</i>, which include maternal and infant health, counseling, screening, immunization, and other clinical preventive activities; improvement of <i>surveillance and data systems</i> to monitor progress toward achievement of objectives; and <i>special emphasis on certain age groups</i>, including children, adolescents, adults, and older adults. Many of these objectives can be attained or influenced by schools directly through comprehensive school health programs and other activities. • Health education/risk reduction programs to encourage healthy behavior, reduce incidence of chronic diseases, and deter smoking and alcohol use among children and adolescents. Many direct services are provided through community, work-site, and school-based programs. Indirect services include media campaigns, professional education, interagency collaboration on specific projects, disbursement of educational materials, and community development. • Cardiovascular health programs, such as hypertension and cholesterol screenings, referral, and follow-up. • Emergency medical services, including training and certifying personnel and improving existing systems. • Programs to prevent sex offenses, including counseling, education, and hotlines.

HEALTH CARE

- Home health care, including training and service delivery.
- Programs to promote the development of healthy neighborhoods in areas characterized by poverty, substandard housing, poor sanitation, and the need for health services such as immunization, nutrition counseling, prenatal care, and lead poisoning prevention.

Agency Department of Health and Human Services, National Center for Chronic Disease Prevention and Health Promotion (K30), Centers for Disease Control and Prevention, Public Health Service, 1600 Clifton Road, N.E., Atlanta, GA 30333, 404-488-5299.

Some states use their Preventive Health Services Block Grants to train home health care providers and support home health care services. Although home health aides do not need to have a high school degree, they usually undergo training to become proficient in their work and to pass a state certification exam that allows them to work with a home health agency. Such training might take the form of the Home Health Aide class offered at Bladensburg High School in Prince George's County, Maryland. During the semester, students complete 60 hours of classroom work that includes lectures by medical professionals and visits from families of Alzheimer's patients. Although students do not diagnose or treat, they learn medical terminology and use case studies to recognize the signs and symptoms of various illnesses. In addition, students gain experience by volunteering in nursing homes, so that they are prepared for the personal and emotional care they will provide as home health aides—companionship, light moving, errands, and teamwork with such professionals as physical therapists, psychologists, nurses, and physicians. To advance career prospects, the class not only prepares for the state certification exam but meets with representatives from home health agencies during a job fair.

HEALTH CARE

Source	<i>Commissioned Officer Student Training and Extern Program (COSTEP).</i>
Eligibility	Medically fit, U.S. citizens under age 44 who have completed at least 1 year of medical, dental, or veterinary school; 2 years of a professionally accredited baccalaureate program in dietetics, engineering, medical record administration, physician assistant training, nursing, pharmacy, sanitary science, computer science, dental hygiene, medical laboratory technology, or therapy; at the baccalaureate level; or be enrolled in a master's degree or doctoral program in a health-related field. Participants must return to school after completion of assignment.
Uses	To further the professional knowledge and experience of students in health-related fields and support their intellectual, personal, and social growth. The program supports externships for eligible applicants in clinical, regulatory, research, and administrative work in public health-related fields. Academic credit is also available. Participants work in the Office of the Assistant Secretary for Health; in one of eight Public Health Service (PHS) agencies—Agency for Health Care Policy and Research; Agency for Toxic Substances and Disease Registry; the Substance Abuse and Mental Health Services Administration; Centers for Disease Control; Food and Drug Administration; Health Resources and Services Administration; Indian Health Service; National Institutes of Health; or in other federal programs staffed by PHS health professionals, including the Bureau of Prisons; U.S. Coast Guard; Immigration and Naturalization Service, and the Environmental Protection Agency. The Primary Care COSTEP Clerkship Program is open only to third- and fourth-year health professional students. Students receive hands-on training and practice while receiving academic credit. Clerkship sites are community and migrant health centers and homeless health care programs located in medically underserved rural and urban areas. Common health problems encountered include hypertension; diabetes mellitus; obesity; acute infectious diseases; cardiovascular disease; preventive care; adolescent pregnancy; high infant mortality; substance abuse; homeless; AIDS; and psycho-social problems. Evaluation is based on supervised patient care, an independent project, and interest, effort, and involvement in clinical activities. Positions for both COSTEP programs are available across the country on a year-round basis for duty tours of 31-120 days. Participants are commissioned as Junior Assistant Health Service Officers (Ensigns) in the PHS Commissioned Corps during their service and receive <u>a salary, housing allowance, travel reimbursement, military health insurance, uniform allowance, and paid leave.</u> There is no obligation to serve in the PHS Commissioned Corps after graduation.
Agency	U.S. Department of Health and Human Services, Public Health Service Recruitment, 8201 Greensboro Drive, Suite 600, McLean, VA 22102, 1-800-221-9393 or 703-734-6855.

The University of Pennsylvania and the West Philadelphia community are transforming a conventional inner-city school into a comprehensive community school that serves as the social, service delivery, and educational hub for the community. As part of this transformation, teachers at the Dr. John P. Turner Middle School and faculty and students from various academic departments at Penn are designing a community-oriented, project-based, interdisciplinary curriculum in which students learn all academic subjects through the exploration of health issues and related service-learning projects. In the sixth grade, nutrition and healthy habits education serve as the integrating theme; in the seventh grade, students research local health care needs and design services to improve the health of the community; and in the eighth grade, the curriculum focuses on community history and work-based learning activities at local health care facilities. To facilitate change, teachers and faculty collaborate on an annual summer institute that integrates service, work, and learning goals and allows them the flexibility to experiment and introduce service-learning pedagogy within the academic curriculum. Every summer, teachers and faculty have been assisted by three to five medical students from the University of Pennsylvania School of Medicine in designing and teaching the institutes. All of these students participate as part of the Commissioned Officer Student Training and Extern Program (COSTEP) operated by the Public Health Service in the U.S. Department of Health and Human Services.

COSTEP participants provide an important source of medical expertise for teachers in their efforts to design an age-appropriate, action-oriented, health-focused curriculum. They work with teachers, faculty, undergraduates, and students to provide instruction, consultation, and supervision throughout the summer programs. For example, during the first summer institute in 1990, faculty and COSTEP participants from the Penn School of Medicine guided students in organizing and conducting a hypertension screening for adults in the community. The screening included a health risk survey, a focused medical history, and supervised blood pressure determinations—accomplished by students—as well as a roundtable discussion between Penn medical faculty and community members on local health needs. Building on the lessons of the first summer, the second institute introduced a formal school-to-work component. Students studied specific health care issues in the community, including nutrition, hypertension, smoking, drug and alcohol abuse, cancer prevention, injuries, eye care, and other problems. Then, they used their new knowledge to design and conduct a Community Health Watch—a neighborhood health survey to explore local health habits. Results were compiled for a community health data base and community brochure and newsletter. Based on an analysis of these health care needs, students hosted health screenings for community residents related to hypertension, ophthalmology, and cardiovascular risk. ...(continued)

...(continued) In addition to these community activities, Misericordia Hospital, two community health centers, and the City Health Department provided career exposure and on-site experiences at health care facilities. Throughout this process, COSTEP participants worked with Medical School faculty and Penn undergraduates to help teachers and students with instruction in medical knowledge, training in medical procedures, data collection, and program supervision. Curriculum developed during these and other summer institutes are used at Turner during the regular school year and distributed to other schools within the school district.

HUMAN SERVICES

Human Services

Source	<i>Social Services Block Grant, Social Security Act, Title XX, as amended; Omnibus Budget Reconciliation Act of 1981, as amended, P.L. 97-35; Jobs Training Bill, P.L. 98-8; P.L. 98-473; Medicaid and Medicare Patient and Program Act of 1987; Omnibus Budget Reconciliation Act of 1987, P.L. 100-203; Family Support Act of 1988, P.L. 100-485; 42 U.S.C. 1397 et seq.</i>
Eligibility	States and territories.
Amount	\$2,800,000,000 was distributed in FY 92 by statutory formula, based on state population. FY 93 estimate is \$2,800,000,000.
Uses	Social services directed at the goals of helping individuals achieve economic self-support and self-sufficiency to prevent, reduce, or eliminate dependency; preventing or remedying neglect, abuse, or exploitation of children or adults unable to protect their own interests; preserving, rehabilitating, or reuniting families; preventing or reducing inappropriate institutionalization via community- and home-based care; and securing referral for institutional care, where appropriate. Within this framework, states have sole responsibility for determining what services will be provided, who will be eligible for services, and how funds will be distributed within the state. States may also combine and transfer funds to other federally assisted programs. States use block grants to provide, or subcontract to provide, a variety of services, including the following: • Home-based services, such as homemaker, home health, companionship, home maintenance, meal delivery, and transportation services. • Day care for adults and children. • Social support services, such as community education, recreation, family development, and life skills education. • Special services for the disabled. • Substance abuse prevention/intervention. • Case management. • Education. • Job training, development, and placement. • Housing improvement. • Emergency services. • Health-related services. • Volunteer coordination. • Youth services. • Consumer education and protection. • Family planning.
Agency	U.S. Department of Health and Human Services, Office of Community Services, Division of State Assistance, 370 L'Enfant Promenade, S.W., Washington, DC 20047, 202-401-9363.

The **TLC School-Age Parent Program** run through **Oxford Area Community Schools in Michigan** provides teen parents with a variety of alternatives to enable them to graduate or return to their home schools. The program includes academic and vocational classes, as well as opportunities to prepare for a General Education Development (GED) certificate. Participants may earn academic credit for their work with children at the on-site child care center. This center also serves as a learning site for students in parenting, health education, and child development classes. Community members act as mentors to students. The center serves over 100 children, the majority from nonteen parents, who range in age from infants to five years. The program is supported through the Department of Social Services Title XX/Social Services Block Grant from the U.S. Department of Health and Human Services, the school district, and parent fees.

The **Greater Jackson Youth Service Corps** provides unemployed and out-of-school youth, ages 16-23, with the opportunity to gain employment readiness, basic education, and a sense of community. Corps members are paid at minimum wage for 25 hours per week to work on a variety of human service projects, including the rehabilitation and improvement of housing, playgrounds, parks, city structures, and neighborhoods. In addition, youth improve their educational, life, and job skills through enrollment in computer literacy and GED courses. Over 80% earn their GED while enrolled as corps members. Upon completion of their service, corps members receive a tuition voucher and assistance with job placement. The Corps is supported by the State of Mississippi's Social Services Block Grant from the U.S. Department of Health and Human Services, the City of Jackson's Community Development Block Grant from the U.S. Department of Housing and Urban Development, state and county appropriations, and fee-for-service contracts.

HUMAN SERVICES

Source	<i>Weatherization Assistance for Low-Income Persons, Energy Conservation and Production Act, Title IV, Part A, P.L. 94-385, 42 U.S.C. 6851-6872; Department of Energy Organization Act of 1977, as amended, P.L. 95-91, 42 U.S.C. 7101; National Energy Conservation Policy Act of 1978, Title II, Part 2, P.L. 95-619, 92 Stat. 3206; Energy Security Act of 1980, Title V, Subtitle E, P.L. 96-294; Human Services Reauthorization Act of 1984, P.L. 98-558, 98 Stat. 2888; State Energy Efficiency Programs Improvement Act of 1990, P.L. 101-440.</i>
Eligibility	States, Indian organizations, and, when states do not apply, a unit of general purpose local government, community action agency, or other nonprofit agency.
Amount	\$193,925,000 was distributed in FY 92 on a formula basis, with financial assistance averaging \$3,175,000. FY 93 estimate is \$185,400,000.
Uses	State and local programs to insulate the dwellings of low-income persons, including the elderly and the handicapped, to conserve energy and aid persons least able to afford higher utility costs. Per unit expenditure may not exceed \$1,600 for labor, program support, and the installation of weatherization materials, such as attic insulation; caulking, weatherstripping, and storm windows; and efficiency modifications to furnaces, heating and cooling systems, and boilers.
Agency	U.S. Department of Energy, Weatherization Assistance Programs Division, Mail Stop CE-532, Conservation and Renewable Energy, Forrestal Building, Washington, DC 20585, 202-586-2204.

The **Youth Energy Corps** in **New York** is a private, nonprofit corporation that employs low-income youth, ages 16-20, to provide weatherization assistance to low-income families. Through a pilot project co-sponsored by Con Edison and the New York State Weatherization Assistance Program, the corps conducts such services as home energy audits, high-density insulation, boiler testing, and window replacements. In addition to their service, the youth, all of whom have dropped out of school, are provided with the opportunity to earn their General Education Development (GED) certificate and to improve their life, job, and leadership skills. Federal funds from the U.S. Department of Energy's Weatherization Assistance Program for Low-Income Persons provides the support to carry out services.

Operation Good Neighbor in **Little Rock, Arkansas**, employs over 60 disadvantaged high school students during the summer to weatherize the homes of low-income, elderly, and handicapped individuals and families. Support is provided through the federal Job Training Partnership Act (JTPA), as well as the ARKLA Gas Company, which supplies training and supervision, materials, transportation, college scholarships, and motivational speakers. In addition to Little Rock, Operation Good Neighbor operates via 13 agencies administering JTPA programs in cities and towns across Arkansas, Louisiana, and Texas.

HUMAN SERVICES

Source	<i>Community Services Block Grant Discretionary Awards—Community Food and Nutrition, Omnibus Budget Reconciliation Act of 1981, as amended, P.L. 97-35; Community Services Block Grant Act, Title VI, Subtitle B, Section 681, 42 U.S.C. 9910; Human Services Reauthorization Act of 1984, Section 681A, P.L. 98-558; Human Services Reauthorization Act of 1986, Section 406, P.L. 99-425, 42 U.S.C. 9904; Augustus F. Hawkins Human Services Reauthorization Act of 1990, P.L. 101-501.</i>
Eligibility	Community Services Block Grant recipients (community action agencies or migrant and seasonal farmworker organizations) receive formula assistance. States and local public and private nonprofit agencies are eligible for direct grants on a competitive basis.
Amount	\$7,000,000 was distributed in FY 92–95 formula grants ranging from \$389 to \$143,116 (average: \$27,272) and 61 direct grants ranging from \$25,000 to \$50,000 (average: \$33,333). FY 93 estimate is \$6,944,000.
Uses	Community-based, local, statewide, and national programs designed to directly benefit low-income individuals. Programs may seek to accomplish the following: • Coordinate existing private and public food assistance resources to better serve low-income populations. • Assist low-income communities to identify sponsors of child nutrition programs and initiate new programs in underserved or unserved areas. • Develop innovative approaches to meet the nutritional needs of low-income individuals. • Conduct outreach and public education efforts to inform low-income individuals and displaced workers of the nutrition services available under the various federally assisted nutrition programs.
Agency	U.S. Department of Health and Human Services, Division of Community Discretionary Programs, Office of Community Services, Administration for Children and Families, 370 L'Enfant Promenade, S.W., Washington, DC 20447, 202-401-9346.

The Community Action Agency in Lewiston, Idaho, sponsors **The Valley Food Bank**, which provides a variety of nutrition-related services to low-income individuals in the Washington/Idaho border region of Asotin/NezPerce County. Through a partnership with the Asotin-Anatone school district, students have the opportunity to help the food bank expand and increase its services, while earning high school credits or points toward credits. Students can choose from six program components, including working to enroll clients in the USDA (U.S. Department of Agriculture) Commodities program, disseminating nutritional information to low-income individuals and families, increasing public awareness of the food bank's services, and soliciting increased community support through food donations.

LITERACY

Literacy

Source	<i>VISTA Literacy Corps, Domestic Volunteer Service Act of 1973, as amended, Title I, Part A, Section 109, P.L. 93-113, 42 U.S.C. 4959; Domestic Volunteer Service Act Amendments of 1986, P.L. 99-551.</i>
Eligibility	Federal, state, or local government agencies; private nonprofit organizations; state and local educational agencies; and state and local agencies administering poverty programs or job training plans.
Amount	\$4,776,000 was used in FY 92 to support full-time, full-year volunteers to work on over 80 projects in local communities. FY 93 estimate is \$5,009,000.
Uses	Development and expansion of efforts to mobilize federal, state, local, and private sector resources to address the problem of illiteracy in local communities. VISTA provides full-time, full-year volunteers to programs that provide assistance to illiterate individuals who are underserved by literacy education programs. These programs should: • Actively involve members of the targeted community in program development and implementation. • Involve volunteers in working to improve the community's ability to solve its own problems of illiteracy. • Involve volunteers in activities related to the recruitment of students and tutors, training, fund raising, and public awareness.
Agency	ACTION, Director of VISTA, Office of Domestic Operations, 1100 Vermont Avenue, N.W., Washington, DC 20525, 202-606-5000, ext. 181 or 231.

As part of their senior English classes, students at **Abraham Lincoln High School** in **Philadelphia** may participate in a literacy corps. Every week, students spend two hours tutoring children at one of five elementary schools in Northeast Philadelphia—working one-on-one, in small groups, or with whole classes—to help them improve their reading and writing skills. The other two days, students write in their journals and participate in group discussions to reflect on their work and connect their feelings and insights to the improvement of their own education and cognitive skills. Over the course of the year, each high school student completes over 120 hours of service. As a result, tutors, many of whom have low-level reading abilities, often show a marked improvement in attendance, as well as a new sense of self-direction. At the beginning of the program's first year, only one student expressed any interest in college. By the end, 18 of 28 students had applied and were admitted to colleges and universities. The project at Lincoln was coordinated with the assistance of VISTA volunteers and has expanded to 10 schools in the district with the help of a curriculum model developed by the Pennsylvania Institute for Environmental and Community Service Learning.

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LITERACY

Source	<i>Library Literacy, Library Services and Construction Act, as amended, Title VI, 20 U.S.C. 351 et seq.</i>
Eligibility	State and local public libraries.
Amount	\$8,163,000 was awarded in FY 92 on a competitive basis to 256 applicants, with an average award of \$31,887. FY 93 estimate is \$8,097,696.
Uses	State libraries may use funds to: • Assess literacy needs and conduct statewide library literacy initiatives. • Assist libraries in providing adult literacy programs in cooperation with other agencies and organizations. • Provide inservice training for librarians and volunteers in the use of appropriate library materials for illiterate or functionally illiterate adults. • Assist or train librarians and volunteers in extending library literacy programs to groups and individuals that may not be adequately served by existing programs, including disabled, institutionalized, elderly, and disadvantaged individuals. Local libraries may use funds to: • Promote the use of volunteers in disseminating information. • Train volunteers to serve local literacy programs. • Acquire library materials designed to improve the literacy of adults. • Conduct adult literacy programs. • Encourage other libraries to volunteer use of their facilities.
Agency	U.S. Department of Education, Discretionary Library Programs Division, Library Programs, Office of Educational Research and Improvement, 555 New Jersey Avenue, N.W., Washington, DC 20208-5571, 202-219-1321/1376.

Responding to a 15% illiteracy rate, students at Chestnut Ridge High School in New Paris, Pennsylvania, drafted a proposal to establish the Bedford County Literacy Council in 1988. Taking responsibility for total operation of the program, students not only comprise the board of directors but manage public relations campaigns, recruit and assist trainers, and develop grant proposals. Although participation is voluntary, students in grades 9-12 can earn credit for performing community service: one-quarter credit for 30 hours, one-half credit for 60, and one full credit for 120. Students keep a daily log of their activities and submit a written report about the project, outlining their experiences and how they benefited both the school and community. Evaluation is conducted by the student's on-site mentor, a classroom teacher, and a student director who manages the orientation, placement, and supervision process. During the last five years that participation in community service has become almost universal, the postsecondary education rate has increased from 30% to 80% of all graduates.

LITERACY

Source	<i>Public Library Services, Library Services and Construction Act, Title I, as amended, 20 U.S.C. 351 et seq.</i>
Eligibility	State library administrative agencies. Local library systems are eligible for subgrants.
Amount	\$83,898,000 was distributed in FY 92 by formula, based on state population. Funds must be matched on a percentage basis according to per capita income. FY 93 estimate is \$83,227,000.
Uses	Funds may be subgranted to: • Extend library services to areas without adequate services. • Adapt public library services to meet local needs, including services for persons with limited English proficiency. • Assist libraries to serve as community information referral centers. • Assist libraries to provide adult literacy programs in cooperation with other agencies and organizations. • Strengthen the capacity of state library administrative agencies to meet local needs. • Establish, expand, and operate library service projects for individuals with barriers to access, such as distance, handicap, age, and literacy level. This includes institutionalized, disabled, and elderly individuals and disadvantaged individuals living in urban or rural areas. • Expand access through technology. • Strengthen metropolitan public libraries that serve as national or regional resource centers. • Develop intergenerational library services. • Provide drug abuse prevention services in cooperation with local education agencies and other appropriate organizations.
Agency	U.S. Department of Education, Formula Library Programs Division, Library Programs, Office of Educational Research and Improvement, 555 New Jersey Avenue, N.W., Washington, DC 20208-5571, 202-219-1303.

Through the Peer Production workshop, the Broward County Library in Fort Lauderdale, Florida, helps economically disadvantaged students, ages 8-15, identify with books and increase their self-image and literacy skills. With support from a Library Services and Construction Act (LCSA) grant from the U.S. Department of Education, library staff involve over 300 children and youth in this summer program. Participants are recruited from neighborhoods that have a 60% to 80% illiteracy rate to bring these neighborhoods into the reading community. During the first phase of the workshop, students recall a favorite story and analyze its "Ingredients." Working in groups, they compose an original story, and finally, they write and illustrate individual stories. To complement their story, they create a diorama depicting a particular scene. Their work is introduced at a new writer's reception that brings together parents, friends, and other children. During the second phase of the workshop, librarians use an accelerated learning strategy to engage students in discussing and analyzing books and then in using their new knowledge to create new expressions in art, music, dance, and writing. According to schools, participating students have shown a significant increase in skills and enthusiasm for reading.

Since 1988, 58 books have been produced, 15 of them formally published with funds from the LCSA grant and the Florida Arts Council. In addition, 1,200 copies of the handmade books have been distributed to public libraries and schools throughout the state. According to library staff, the program's greatest impact has been the empowerment of children and youth to achieve success as authors of published books. This success has motivated many other children, youth, and parents to visit the library for the first time. Staff and volunteers who live in the community are hired and trained to lead the workshops, with additional support from the Knight Foundation, the library operating budget, and Friends of Literacy.

Index

- Adult education 46, 48, 75, 77, 94, 100, 101, 104-106, 108, 137-140, 144
- Agriculture 52, 67, 79, 90, 103, 121, 170, 205, 206, 224
- AIDS 64, 100, 124, 161, 163, 166, 167, 171, 172, 215, 219, 244, 257
- Alabama 24, 206, 277
- Alaska 66, 142, 193, 208
- Appalachian Regional Commission 24, 205
- Architecture 33, 35, 37, 39, 41, 43, 93, 102, 277
- Arizona 5, 65, 92, 208
- Arkansas 60, 206, 223
- Arts 5, 7, 9, 11, 16, 19, 25, 27, 29-37, 39-43, 45, 57, 74, 81, 85, 90, 93, 102-105, 119, 126, 139, 148, 154, 156, 193, 210, 228
- Assessment 3, 5, 19, 20, 23, 31, 33, 34, 49, 50, 53, 56, 58, 59, 65, 68, 71, 84, 100, 102, 104, 111, 121, 143, 159, 162, 188, 189, 215, 243, 253, 256, 261, 268
- At-risk 6-8, 12, 13, 15, 20, 45, 48, 71-73, 79, 86, 98, 101, 102, 105, 109, 110, 112, 116, 125, 147, 149, 153, 169, 174-176, 184, 186, 189, 197, 272
- Bilingual 31, 102, 118-120, 124, 126, 200
- Business 4, 8, 24, 29, 38, 58, 59, 70, 72, 74, 75, 80, 93, 94, 100, 102, 103, 105, 107, 109, 131, 140, 149, 156, 180, 190-192, 196-199, 277
- California 4, 5, 11, 20, 21, 53, 60, 64, 66, 67, 69, 87, 101, 103, 124, 131, 139, 148, 171, 172, 203, 209
- Chapter 1 1-6, 13, 15, 17, 20, 34, 107-109, 124, 127, 128, 135, 148, 153
- Child care 75, 77, 84, 86, 95, 102, 122, 140, 142, 144, 145, 170, 184-186, 189, 192, 213, 222, 253, 254
- Civics 11, 13, 153
- Colorado 18, 60, 148, 189, 235
- Community development 80, 93, 99, 101, 102, 154, 160, 179, 189, 190, 192, 193, 196, 197, 199-203, 205, 208, 211, 217, 245, 259
- Community service 7, 8, 17-19, 21-23, 38, 49, 67, 69, 71, 74-80, 82-87, 89, 90, 92, 94-96, 98, 102, 108, 112, 114, 122, 131, 133, 135, 136, 138, 141, 143, 149, 152, 153, 155, 158, 159, 163, 165, 169, 175, 178, 179, 183, 187, 192, 202, 203, 206, 208, 225, 226, 234, 236, 237, 239, 240, 242, 244, 246, 249, 250, 253, 259, 261, 264-266, 268, 271
- Conflict resolution 8, 47, 151, 173
- Connecticut 24, 60, 153, 156, 161, 210, 213
- Corporation for National and Community Service 17, 18, 21, 23, 77, 89, 94-96, 240
- Corps 6, 21, 22, 24, 75-80, 82, 88, 92, 108, 111-114, 122, 137-140, 143, 149, 162, 165, 168, 195, 202, 203, 215, 219, 222, 223, 225, 240, 245, 246, 269, 275-277
- Crime 5, 47, 48, 80, 84, 86, 93, 95, 122, 159, 161, 164, 177-179, 190, 199, 203, 257, 258
- Culture 8, 27-29, 36, 43, 63, 71, 119, 124, 126, 141, 241
- Curriculum 2, 4-6, 8, 13, 16, 18-21, 23, 28, 31-35, 39-43, 45, 47, 48, 50-53, 55, 57, 58, 60, 61, 63-66, 68, 69, 71, 73, 74, 81, 85, 89, 90, 95-97, 100-102, 108, 109, 116, 117, 119, 125, 129, 130, 134-136, 139, 144, 148, 149, 151-154, 156, 157, 167-170, 175, 177, 183, 192, 197, 198, 205, 207-211, 216, 220, 225, 241-246, 250, 253, 254, 256, 257, 259, 262, 263, 265, 266, 268-271, 273, 274, 276, 277
- Delaware 60, 206, 211
- Disabled 13, 38, 45, 77, 80, 95, 107, 132-134, 200, 213, 221, 226, 227, 246, 272
- Disadvantaged 2, 12, 23, 70, 71, 74, 76, 87, 93, 96, 97, 104, 107, 111, 146, 157, 171, 172, 188, 191, 195, 200, 223, 226-228, 248
- Dissemination 2, 15, 17, 20, 22, 23, 46, 50, 51, 55, 59, 64, 65, 68, 88, 97, 100, 109, 115, 129, 132, 147, 215
- District of Columbia 29, 47, 62, 112, 205, 246
- Dropout 72, 73, 79, 110, 119, 145, 149, 155
- Elderly 4, 9, 27, 38, 80, 103, 178, 181-183, 203, 213, 223, 226, 227, 250, 252, 253, 257, 275

INDEX

- Elementary school . . . 4, 13, 31, 34, 36, 39, 53, 73, 95, 119, 121, 124, 125, 130, 148, 154, 165, 170, 177, 181, 203, 207, 237, 246, 265, 268
- English 9, 10, 16, 27-29, 32, 37, 38, 42, 49, 56, 61, 64, 69, 73, 85, 87, 90, 99, 102, 104, 109, 118, 119, 124, 125, 138, 140, 142, 148, 191-193, 210, 225, 227, 241, 246, 269, 272
- Environmental 16, 21, 24, 34, 43, 47, 51, 52, 56, 57, 65-69, 75, 76, 80, 99, 103, 112, 122, 137, 140, 142, 143, 148-150, 155, 165, 171, 190, 195, 198, 202, 203, 205, 208, 210-212, 217, 219, 225, 269, 275, 277
- Environmental Protection Agency 57, 65, 211
- Evaluation 1, 7, 13, 17, 20, 23, 31, 33, 34, 39, 40, 48, 50, 69, 72, 84, 88, 89, 99, 111, 112, 115, 129, 151, 160, 166, 168, 175, 192, 201, 219, 226, 235, 236, 262, 263, 268, 273, 276, 277
- Florida 5, 6, 60, 62, 149, 167, 201, 206, 209, 228, 277
- Gardening 121, 170
- Georgia 19, 24, 27, 28, 60, 73, 175, 185, 193, 201, 206, 277
- Graduates 10, 201, 226
- Handicapped 2, 122, 128, 129, 131, 132, 203, 223
- Hawaii 65
- Health 5, 7, 9-11, 15, 18, 20, 24, 57, 61, 62, 64, 68, 69, 74-77, 80, 81, 83-86, 90, 94, 95, 97-99, 101-105, 112, 113, 116, 117, 120, 122, 126, 127, 131, 136, 141-143, 147, 149, 154-163, 165-169, 171-173, 175, 178-180, 182-186, 188-190, 194, 196-198, 210, 213, 215-222, 224, 235, 242, 248
- Health care 5, 9-11, 24, 61, 74-76, 80, 81, 83, 84, 86, 95, 98, 102, 104, 105, 112, 116, 117, 122, 142, 143, 162, 165, 168, 171, 172, 180, 186, 189, 194, 213, 216-220
- High school 6, 9, 11, 13, 20, 26, 28, 37, 46-49, 61, 62, 64, 66, 67, 69, 73, 74, 77, 79, 81, 85-87, 90, 95, 97, 98, 102-105, 114, 119, 121, 125, 127, 130, 138-142, 148, 149, 154, 167, 177, 184, 185, 189, 191, 192, 197, 199, 200, 202, 204, 206-208, 210, 211, 213, 218, 223-226, 236, 238, 241, 243, 244, 250, 257, 259, 262-264, 266, 267, 269
- Historic preservation 28, 39, 202
- History 4, 9, 20, 24-29, 32, 34, 36-38, 42, 43, 47, 51, 52, 55, 61, 65, 69, 71, 73, 81, 85, 90, 102, 116, 117, 141, 148, 149, 154, 175, 184, 201, 220, 244, 260
- Homeless 38, 46, 48, 83, 94, 98, 101, 107, 108, 114, 135-137, 163, 197, 199-201, 219, 242, 248
- Housing 46, 60, 73, 76, 79-81, 84, 86, 93, 101, 109, 113, 122, 143, 164, 165, 178, 186, 189-191, 194, 196, 199-201, 218, 219, 221, 222, 238
- Human services 64, 97, 110, 136, 142, 143, 154, 156-160, 162, 163, 167-169, 171-173, 180, 183-186, 188, 189, 194, 196, 197, 213, 215, 216, 218-222, 224
- Humanities 7, 15, 25, 27, 29-31, 33, 35, 37, 39, 41, 43, 45, 48
- Idaho 24, 30, 224
- Illinois 8, 16, 56, 57, 74, 208
- Indian education 120, 121, 140, 141
- Indiana 56, 88, 89, 126, 127, 175, 177, 179
- Inservice 15, 19, 41, 50-53, 58, 59, 90, 95, 100, 101, 105, 132, 146, 161, 212, 226, 238, 240, 256, 272, 274
- Institutions of higher education 7, 12, 15, 25, 27, 30, 46, 47, 50, 53, 55, 58, 63-65, 68, 70, 74, 75, 80, 82, 84, 86-89, 91-93, 100, 118, 131, 140, 144, 151, 152, 164, 200
- Interdisciplinary 16, 18, 43, 45, 55, 56, 60, 66, 90, 101, 119, 168, 169, 203, 220, 238, 241
- Intergenerational 4, 8, 22, 23, 37, 38, 76, 141, 150, 180, 181, 183, 188, 227, 241, 242, 253, 268, 275
- Internships 5, 46, 47, 49, 53, 64, 72-74, 104, 119, 206, 216, 264, 274
- Iowa 19, 20, 56
- Job Training Partnership Act 72, 105, 107, 111-115, 126, 140, 191, 223
- Kansas 66, 179

INDEX

- Kentucky 24, 60, 71, 206
- Language arts 5, 16, 39, 40, 57, 85, 90, 102, 119, 139, 148, 154, 156, 210
- Literacy 24, 55, 57, 64, 83, 84, 86, 88, 90, 95, 108, 118, 124, 125, 137, 138, 140, 141, 222, 225-228, 269
- Local educational agencies 1, 7, 9, 12, 15, 17, 18, 31, 33, 46, 48, 50, 53, 58, 64, 65, 67, 68, 70, 72, 74, 82, 84, 86, 99, 104-106, 109, 113, 118, 120, 121, 124, 128, 131, 135, 138, 144, 151-153, 166, 200, 225
- Louisiana 13, 60, 206, 223
- Low-income 1, 4, 43, 74, 76, 82, 84, 86, 87, 94, 99, 139, 148, 161, 168, 170, 184, 186, 189, 191, 194, 196, 197, 200, 201, 215, 223, 224, 246, 270
- Maine 60, 148, 154-156, 192, 204, 209, 211, 212
- Maryland 3, 8, 9, 11, 24, 40, 46, 48, 72, 74, 80, 85-88, 101, 104-106, 112, 120, 121, 124, 129, 130, 133, 135, 137, 138, 140, 141, 144, 147, 151-153, 206, 218, 250
- Massachusetts 19, 35, 60, 94, 102, 110, 136, 144, 156, 158, 163, 167, 209, 246
- Mathematics 2, 5, 9, 13, 15, 19, 39, 40, 43, 48, 50-53, 55, 56, 58-61, 63, 71, 79, 85, 87, 90, 91, 99, 105, 139, 156
- Mentoring 8, 58, 63, 67, 71-73, 84, 86-88, 108-110, 114, 119, 124, 153, 157, 174, 176, 179, 206, 259
- Michigan 39, 60, 93, 112, 181, 221, 266, 277
- Middle school 6, 13, 18, 20, 21, 46, 60, 73, 81, 114, 116, 119, 130, 148, 149, 152, 168, 175, 181, 206, 215, 241, 244, 250, 252, 255, 277
- Migrant 124-126, 194, 196, 213, 219, 224, 270
- Minnesota 56, 125, 165, 188, 240, 265-267
- Minorities 55, 61, 82, 91, 172, 213, 246
- Minority 4, 9, 12, 16, 42, 50, 61-64, 93, 98, 118, 119, 171, 172, 197, 248
- Mississippi 5, 24, 56, 183, 205, 206, 277
- Missouri 66, 179, 206
- Montana 60, 66, 195
- Multicultural 45, 49, 124, 259
- Museums 4, 26, 29, 35, 39, 41, 42, 54, 55, 58, 70-72, 103
- National Endowment for the Arts 29-31, 33, 35, 37, 39, 41, 43, 45
- National Endowment for the Humanities 25
- National Science Foundation 16, 51, 55, 56, 58, 60-62
- Nebraska 48, 60, 181
- Nevada 207, 208
- New Hampshire 66, 156
- New Jersey 13, 15, 51, 60, 69, 70, 138, 139, 179, 211, 226, 227
- New Mexico 60, 66, 121, 162, 266
- New York 4, 24, 26, 29-31, 37, 41-43, 103, 104, 119, 130, 153, 177, 186, 199, 201, 211, 223, 252
- Nonprofit 11, 12, 15, 17, 18, 21, 22, 24, 25, 27, 29, 30, 39, 41, 46, 47, 53, 58, 61, 63-65, 70, 72, 75-77, 79, 80, 82, 84, 86, 89, 91, 92, 94-97, 101, 104, 105, 108, 115, 118, 122, 126, 131, 136-139, 146, 147, 149, 151, 154, 156, 157, 159, 160, 163, 168, 169, 171, 172, 174, 176, 178, 183, 185, 186, 188-192, 196, 199, 200, 211, 213, 217, 223-225, 235, 238, 240, 241, 244, 246, 248, 259, 265, 272, 274-277
- North Carolina 24, 45, 60, 193, 206, 277
- Nutrition 5, 48, 68, 76, 98, 116, 117, 120, 143-145, 161, 166, 170, 180, 188, 189, 213, 215, 217, 218, 220, 224
- Ohio 13, 24, 60, 152, 209
- Oklahoma 143, 193, 206
- Oral history 27, 28, 37, 148, 149
- Oregon 66, 121, 122, 140, 202, 209
- Parents 1, 3, 4, 7, 8, 12, 13, 15, 33, 36, 39, 48, 52, 56, 58, 66, 68, 71, 73, 93, 98, 99, 125-127, 129, 132, 136, 142, 144, 146-149, 155, 157, 170, 184-186, 188, 189, 197, 198, 206, 221, 222, 228, 236, 248, 252, 257, 259, 266, 270, 271, 273, 274

INDEX

- Parks 67, 92, 122, 148, 178, 190, 195, 202, 203, 222
- Peer counseling 163, 201
- Pennsylvania 24, 25, 27-31, 33, 35, 37, 39, 41, 43, 45, 78, 80, 88, 95, 96, 103, 116, 117, 130, 135, 165, 168, 181, 215, 219, 220, 225, 226, 266, 269, 277
- Poverty 1, 76, 80, 96, 107, 111, 113, 122, 188, 190, 194, 196, 205, 218, 225, 250
- Preservice 13, 15, 19, 20, 50, 52, 53, 83, 88-90, 100, 132, 146, 189, 256, 265
- Prevention 8, 15, 68, 72, 73, 79, 80, 84, 86, 93, 95, 110, 111, 116, 122, 145-147, 149, 151-164, 166, 167, 169, 173-178, 190, 197, 217, 218, 220, 221, 227, 257, 258, 260
- Reading 2, 4, 7, 15, 29, 30, 47, 48, 73, 79, 87, 90, 96, 99, 119, 125, 126, 130, 135, 138, 139, 148, 208, 225, 228, 250, 253, 274
- Rehabilitation 73, 79, 107, 122, 133, 147, 153, 154, 157, 159, 162, 175, 185, 190, 191, 196, 199, 200, 203, 222
- Research 3-5, 10, 11, 13, 15-17, 22-24, 26-31, 33, 34, 45, 47, 48, 52, 53, 55, 56, 58, 59, 64, 69, 73, 80-83, 89-92, 102, 109, 112, 115, 116, 119, 126, 132, 148, 149, 156, 161, 169, 170, 175, 183, 192, 198, 203, 205, 206, 209-211, 219, 220, 226, 227, 236, 237, 244, 245, 248, 252, 264, 265, 273, 275-277
- Restructuring 2, 6, 8, 11, 13, 19, 20, 49, 53, 71, 110, 169
- Rhode Island 60, 79, 156
- Rural 22, 24, 27, 34-36, 43, 71, 73, 76, 84, 86, 88, 112, 113, 121, 122, 142, 149, 178, 181, 185, 192, 196, 199, 205, 208, 211, 213, 219, 227, 247, 266, 270, 276
- School-to-work 77, 99, 108, 113, 115, 116, 133, 220
- Science 9-11, 13-16, 19-21, 25, 34, 39, 45, 48, 50-64, 66, 67, 69, 71, 82, 85, 87, 90, 91, 98, 99, 102, 105, 109, 119, 125, 139, 140, 143, 148, 154-156, 170, 177, 193, 202, 203, 205-208, 210, 219, 238, 269
- Social studies 4, 10, 11, 16, 26, 28, 39, 42, 48, 56, 60, 61, 85, 90, 99, 102, 109, 139, 148, 154, 210, 238
- South Carolina 24, 34, 60, 193, 206, 277
- Special education 2, 11, 15, 46, 105, 118, 120, 128-130, 132, 133, 191, 250
- Staff development 2, 5, 8, 11, 18, 19, 71, 101, 160
- State educational agencies 1, 7, 11, 12, 15, 17, 46, 50, 53, 58, 64, 65, 68, 106, 120, 124, 128, 135, 137, 138, 146, 151, 152, 166
- States 2, 12, 17, 18, 23, 24, 29, 35, 36, 40, 47, 60, 65, 67, 75, 86, 93, 99, 107, 128, 129, 133, 135, 142, 154, 168, 170, 180, 184, 186, 188, 193, 194, 196, 202, 205-207, 209, 215, 218, 221, 223, 224, 236, 240, 246, 259, 265, 270
- Substance abuse 15, 48, 96, 98, 120, 121, 146-165, 176-178, 189, 213, 217, 219
- Summer 13, 19-22, 24, 31, 43, 46, 60, 63-65, 72, 74-76, 79, 85-87, 98, 110-113, 115-117, 126, 127, 134, 135, 165, 184, 186, 187, 191, 195, 206, 215, 216, 220, 223, 228, 238, 259, 263, 266, 268, 270
- Teacher education 18, 19, 48, 58, 85, 89, 90, 100, 265
- Technical assistance 2, 5, 7, 8, 11, 15, 18, 21-24, 50, 53, 65, 68, 69, 81, 88, 91, 94, 102, 105, 110, 118, 129, 132, 133, 135, 146, 147, 155, 159, 166, 170, 175, 177, 178, 186, 193, 199-201, 207, 240, 243, 244, 250, 252, 256, 257, 259, 261-263, 270, 272, 275-277
- Technology 4, 6, 8, 9, 15, 19, 25, 48, 50-52, 55, 56, 68, 69, 71, 99, 101-106, 108, 119, 126, 134, 140, 144, 198, 219, 227
- Teen parent 113, 114
- Tennessee 24, 206
- Texas 16, 31, 60-62, 69, 73, 119, 125, 180, 181, 206, 223
- Training 1-3, 7, 8, 10, 13, 15, 17-19, 21-24, 26, 27, 31, 33, 34, 39, 41, 45, 47, 50-53, 57, 59, 60, 63, 65, 66, 68, 69, 71-73, 75-77, 79, 80, 82, 84-86, 88-91, 94, 95, 97, 98, 100-103, 105, 107-109, 111-116, 118, 121, 122, 126, 129, 132-134, 137-140, 142, 143, 146-148, 151, 152, 155-167, 169-173, 175-178, 181, 183, 185, 186, 188, 189, 191, 193, 198-202, 205, 207-209, 211-213, 217-221, 223, 225, 226, 235, 236, 238, 240, 241, 243, 244, 248-252, 254, 256, 257, 259, 261, 265, 268-270, 272, 274, 276

INDEX

Tutoring	8, 15, 63, 71, 73, 84, 86, 87, 89, 97, 108, 109, 114, 124, 143, 150, 157, 158, 206, 225, 248
United States Institute of Peace	47
Urban	8, 28, 29, 39-41, 43, 64, 66, 67, 80, 93, 109, 112, 113, 142, 162, 164, 165, 175, 190, 191, 199, 201, 203, 211, 219, 222, 227, 241, 245, 266, 275, 277
Urban planning	39-41, 43, 93, 109, 277
U.S. Department of Agriculture	67, 79, 170, 205, 206, 224
U.S. Department of Commerce	71, 198, 202, 210
U.S. Department of Education	3, 8, 9, 11, 13, 15, 46, 48, 51-53, 63, 69-74, 80, 82, 85-88, 91, 101, 104-106, 118-121, 124, 129, 132, 133, 135-141, 144, 147, 151-153, 198, 226-228
U.S. Department of Energy	207, 208, 223
U.S. Department of Health and Human Services	64, 97, 136-142, 154-160, 163, 167-171, 173, 180, 183-186, 188, 189, 194, 196, 213, 215, 219-222, 224
U.S. Department of Housing and Urban Development	93, 164, 165, 190, 191, 199, 201, 222
U.S. Department of the Interior	202, 203
U.S. Department of Justice	175, 177, 179, 233, 257
U.S. Department of Labor	101, 105, 109, 111, 113, 115-117, 122, 126, 165, 191
Vermont	18, 19, 21, 23, 36, 52, 60, 77, 89, 94-96, 149, 185, 193, 225, 240, 274, 277
Violence	9, 47, 48, 98, 159, 173, 186
Virginia	24, 60, 133, 134, 151, 206
Vocational	9, 15, 24, 48, 49, 61, 70, 72, 74, 75, 84, 86, 90, 99-109, 120-122, 124, 132, 137, 138, 140, 143-145, 147, 157, 164, 174, 176, 178, 185, 189, 197, 198, 204, 221, 265
Washington State	83, 86, 90, 270
Weatherization	207, 223
West Virginia	24, 133, 134
Wisconsin	105, 191
Wyoming	66, 193, 236

**Selected Service Learning Resources
and
Related Networks**

Selected Service Learning Resources and Related Networks

Association for Experiential Education

University of Colorado, Box 249

Boulder, CO 80309

Telephone: (303) 492-1547

FAX: (303) 492-7090

T.T.Y.: (303) 492-0526

Executive Director: Babs Baker

DESCRIPTION

A private, nonprofit, membership organization that promotes the definition, application, and evaluation of experiential learning. Members aim to empower individuals by helping them assume responsibility for their own learning and personal development and to contribute to the quality of life in their communities.

SERVICES

Membership: AEE newsletters and the *Journal of Experiential Education*; a membership handbook and directory; reduced rates at conferences and on publications. Organizational memberships also include: a Jobs Clearinghouse subscription; luncheon at the AEE conference; special listings in AEE publications; free job announcements in the Jobs Clearinghouse.

Fees for one-year membership:

- Students and Individuals with annual incomes:

Below \$10,000	\$35
\$10,000-\$20,000	\$40
\$20,000-\$30,000	\$45
\$30,000 and over	\$50
- Family \$50
- Organizational \$125

Professional Groups are composed of members who share similar professional interests. Each PG must include at least 50 AEE members, plan professional activities for the year, submit a budget to the board, suggest workshops for the annual conference, and encourage members to run for the AEE Board of Directors. There are currently four PGs:

Adventure Alternatives: For members who use experiential education therapeutically within the many fields of health, mental health, and corrections. Contact: Christian Itin, 1350 Balsam Ave., Boulder, CO 80301, (301) 442-2189.

Experience-Based Education and Training: Made up of practitioners using experiential and adventure training and development with organizations and businesses. Contact: David Agran, Center for Creative Leadership, 4250 Executive Square, Suite 600, LaJolla, CA 92037, (619) 453-4774, or Betsy Lewis, Nantahala Outdoor Center, 41 Hwy. 19 West, Bryson City, NC 28713, (704) 488-2175.

RESOURCES

Schools and Colleges. Dedicated to offering support services to members in the exploration of all types of beneficial, hands-on learning experiences. Contact: Steve Chapman, Albuquerque Academy, 6400 Wyoming Blvd., N.E., Albuquerque, NM 87109, (505) 828-3262.

Women in Experiential Education: Voices the interests and concerns of women in the field and serves as a place to connect around the common work experiences of the women in the group. Contact: Mary McClintock, RR #1, Box 164, Conway, MA 01341, (413) 369-4252.

Regional Conferences: Seven to eight regional conferences are offered each year in the spring on experiential education.

Annual Conference: A four-day meeting covering a wide range of issues in experiential education for parents, educators, students, and families.

Contact Babs Baker at (303) 492-0526 for dates, locations, and fees for this year's regional and annual conferences.

PUBLICATIONS

Experiential Education and the Schools, 343 pp. Edited by Dick Kraft and Jim Kielsmeier. This publication consists of articles from past AEE journals. The articles address issues such as general theory, cultural journalism, experiential learning, research and evaluation, practical ideas. **\$19** (\$14 for members).

Experiential Education in High School: Life in the Walkabout Program, by Bert Horwood with foreword by Maurice Gibbons. An ethnography of Jefferson County Open High School. **\$13.50** (\$9 for members).

Experience Based Training and Development: International and Domestic Programs, edited by Dan Garvey. A descriptive list of training and development programs in the United States and abroad. **\$15** (\$12.50 for members).

The Theory of Experiential Education, 298 pp. Edited by Dick Kraft and Mitch Sakofs. Consists of articles that address the historical, philosophical, spiritual, and psychological foundation of experiential education. **\$18.50** (\$12.50 for members).

The Northeast Directory of Programs, 35 pp. Index of over 100 experiential education programs and agencies in the northeast. **\$7.50** (\$5 for members).

The Northwest Directory of Programs, lists 36 programs in 7 states and 1 Canadian province in the northwest. **\$7.50** (\$5 for members).

The West Directory of Programs, 32 pp. Index of 30 organizations and 46 individuals exploring the field of experiential education in 7 states in the west. **\$7.50** (\$5 for members).

The Membership Directory/Handbook, **\$25** (free for members).

AEE Journal Index (Subject, Title, Author), **\$8** (\$6 for members).

Newsletters

The Journal of Experiential Education. Provides valuable ideas, practices, and research. Includes a variety of perspectives and issues. **\$25** (free for members)

Jobs Clearinghouse, a monthly job listing for experiential educators nationwide. **\$30** per year (\$15 for members), \$5 for single issue.

RESOURCES

Close-Up Foundation
44 Canal Center Plaza
Alexandria, VA 22314
Telephone: 1-(800)-336-5479 or (703) 706-3300
FAX: (703) 706-0001
President: Stephen A. Janger

DESCRIPTION

A nonprofit, nonpartisan organization that operates on the following principles: that every citizen shares rights and responsibilities; that democracy is a dynamic process that requires continual involvement, questioning, and dialogue; that we learn best by doing; and that civic learning is for everyone. Close-Up develops programs to increase the understanding of the political process and individual participation at local and national levels. Students go behind the scenes for seminars with Washington leaders; teachers accompany students and participate in educational programs that allow them to carry their experiences back to the classroom.

SERVICES

Annual Conferences and Institutes: Fees for conferences and institutes vary with respect to the program, participants, and needs of the organization. Fees cover housing, food, transportation within the District of Columbia, and on-site visits. Contact: Katie Moynihan, ACT Project Specialist, ext. 640.

Active Citizenship Today (ACT) Summer Training Institute: A one-week training for educators, community leaders, and students concentrating on implementation issues of the ACT project. Topics include intergenerational and social studies service learning, model classroom activities, model service projects, encouraging student leadership, promoting school and community collaboration, and program sustainability. The third annual ACT institute will be held in June 1994.

Connections Conference: Provides training for local and community leaders and educators to develop and implement experiential education programs for their community. The next Connections Conference will be held in 1996.

Energy, the Environment and Policy Choices Ahead: A two-week interdisciplinary institute sponsored in conjunction with the Department of Energy. An educational and professional inservice for teams of educators representing the science and social science disciplines from each community involved.

PROJECTS

Active Citizenship Today (ACT), a collaboration between the Constitutional Rights Foundation and Close-Up, integrates community service and the study of public policy into middle and high school social studies curricula. The ACT approach transforms the classroom into a student-centered, active learning environment where young people examine local issues and

RESOURCES

develop service projects to address them.

In the community, ACT students and teachers work collaboratively with community groups and agencies in developing and implementing their service projects. Contact: Frank Dirks, Close-Up Foundation, Project Co-Director (703) 706-3350 or Susan Philips, Constitutional Rights Foundation, Project Co-Director.

PUBLICATIONS

Newsletters

The Chronicle, published twice a year. Covers all of the Foundation's current programs, projects, and initiatives. **No charge**

InterACT, published four times a year. The newsletter is a forum for ACT educators and service-learning professionals to exchange viewpoints and information. **No charge**

**Corporation for National and
Community Service**

1100 Vermont Avenue, N.W.

Washington, DC 20525

Telephone: (202) 606-4880

Chief Executive Officer: Eli Segal

DESCRIPTION

A new corporation that combines the Commission on National and Community Service and ACTION. It was created by Congress to administer the National and Community Service Trust Act of 1993. The Corporation supports programs that engage American of all ages in service. Programs include the Americorps, the new national service, school and community-based and higher education service learning.

SERVICES

Grants: Available to states in the following major categories: Serve America: school and community-based service learning; higher education service learning; Americorps; VISTA; and National Senior Volunteer Corps.

Grants are also available to private-non profit and public organizations special grants to enhance and to provide various services to the field.

Service Learning Clearinghouse: Provides information, training, and technical assistance to educators, youth workers, and community leaders. A national information center housed at the University of Minnesota College of Education provides a toll-free technical assistance hotline, a computer-based materials library, and electronic data base and bulletin board. The Clearinghouse also builds on an existing national network of 10 nonprofit organizations to provide consultation, training, and technical assistance. Contact Rob Shumer at (800)-808-SERVE for more information about the clearinghouse and its services.

PUBLICATIONS

What You Can Do For Your Country (1993), Commission on National and Community Service, Annual Report. Washington, DC

Newsletter

Serve! America, published monthly. Covers all of the Corporation's activities. **No charge**

Contact Ruby Anderson, Serve America Program Officer for more information on publications and other resources.

Community Service Learning Center

258 Washington Boulevard

Springfield, MA 01108

Telephone: (413) 734-6857

FAX: (413) 747-5368

Director: Carol Kinsley

DESCRIPTION

A nonprofit organization that promotes and develops community service learning as an integral part of the curriculum and culture in schools and the community. Provides an understanding of how service learning can be implemented in the elementary, middle, and senior high school levels in age-appropriate methods. Ranging from after-school programs, to examples of how service-learning can be integrated into all content areas, to ways service learning can become a component of the school improvement process, CSLC offers a suitable process to meet the needs of any organization.

SERVICES

Training and Consultation: Sessions designed according to the needs of the school district and focused on ways to integrate service into the K-12 learning process. Training includes: a series of after-school presentations, one- to three-day training events, and week-long institutes. Teachers already practicing service learning facilitate in training.

Conferences: Annual service learning. Conferences contact the Community Service Learning Center for information concerning dates and locations.

PUBLICATIONS

A Case Study: The Integration of CSL into the Curriculum by an Interdisciplinary Team at an Urban Middle School. By Carol Kinsley, Dissertation. **\$20**

Community Service Elective Course for High School Students. Curriculum guide for student participation in community service. **\$20**

Things That Work in Community Service Learning. Monographs of successful service-learning units in middle schools. **\$5.00 each.**

Everything Stops for Community Service Community Services Teaching Project, by Judy Pond, middle school English teacher.

The Seniors and the Scorpions: An Intergenerational Encounter Through Writing Process, by Howard Katzoff, middle school English teacher.

Building a Learning Community in an Elementary School by Carol Kinsley, Director, CSLC.

Whole Learning Through Service: A Guide for Integrating Service in the Curriculum, Kindergarten Through Eighth Grade. A service-learning

RESOURCES

curriculum model based on five themes: Intergenerational, Homeless/Hungry, Citizenship, Community Health Awareness, and Environment. Two lesson plans, many service experiences, and types of resources are identified for each theme. Written for Springfield Public Schools and Springfield, Mass., but adaptable to other communities. **\$25**

RESOURCES

Community Service Learning Program

Lincoln Filene Center
Tufts University
Medford, MA 02155
Telephone: (617) 627-3858
FAX: (617) 627-3401
Director: Pat Barnicle

DESCRIPTION

To assist schools in developing voluntary student community service, to meet serious community needs through co-curricular activities, special courses incorporating service activities, and service learning throughout the curriculum.

SERVICES

Workshops, Training and Technical Assistance: Provided through the Service Learning Initiative project for secondary school teachers interested in incorporating service into their curriculum.

Consultation: Available to community service programs in high schools.

Teacher's Institute: For secondary school teachers across the country interested in service learning.

PROJECTS

Community Service Learning Program. a network of 42 high schools currently working on service-learning projects. Contact: Pat Barnicle, Program Director, The Thomas Jefferson Forum, a program of the Lincoln Filene Center at Tufts University.

PUBLICATIONS

The Coordinator's Handbook of the Thomas Jefferson Forum: A Comprehensive Guide for Developing High School-Based Community Service Programs, 142 pp. By Chris Farrow and Forum staff, edited by Cynthia Parsons. Comprehensive guide for high-school based service programs. Step-by-step guide for secondary school administrators, staff, or students on the start up and development of programs. Topics covered include: Getting Started, Program Administration, Service-Learning Curriculum, Community Needs Assessment, Partnerships with Agencies, Recognition, Reflection, and Assessment. \$13.00

Community Service Learning in the Boston Public Schools, 1992-1993 Program Yearbook. Contains descriptions of selected community service-learning programs in the elementary, middle, and high schools in Boston. Contact the Community Service Learning Program for cost.

Newsletter: The Forum Report, reports annually on events, issues, and noteworthy projects. **No charge**

RESOURCES

Constitutional Rights Foundation

601 S. Kingsley Drive
Los Angeles, CA 90005
Telephone: (213) 487-5590
FAX: (213) 386-0459
Executive Director: Todd Clark

DESCRIPTION

A private, nonprofit organization that educates youth to become active and responsible citizens by instilling in them a deeper understanding of the values expressed in the Constitution and Bill of Rights. Sponsors events, public forums, and classroom activities, as well as youth projects.

SERVICES

Database: K-12 school-based service programs. Contact: Ingrid Sausjord, Program Director, Ford National Expansion Project.

Training, Technical Assistance, and Outreach: By request on a national basis to organizations and schools interested in youth service. Based on CRF's programs and generally focused on one of the following topics:

- Cooperative programming
- Statewide networking
- Local programming in inner cities

Contact: Ingrid Sausjord, Program Director, Ford National Expansion Project.

Curriculum Development: On topics such as law, history, and economics. Student textbooks and teacher's manuals available.

PROJECTS

Youth Community Service, a project of CRF and the Los Angeles Unified School District, develops the leadership skills of high school students and helps them apply these skills to service projects in school and the community. Focuses on themes such as AIDS, homelessness, beautification, children and senior citizens. Contact: Jennifer Appleton, Manager, Youth Leadership and Community Service Programs.

Active Citizenship Today (ACT), a collaboration between CRF and Close-Up, integrates the study of public policy into school curricula and links curricula with an active service program. Middle and high school students will guide their own research on issues of national concern and create projects to be implemented in the community. Students will be encouraged to volunteer after school. Contact: Susan Philips, Co-Director, ACT.

Youth Serve LA, a two-year middle school program that will integrate civic education into the core curriculum of seven Los Angeles Unified middle schools through participation and service. Students will learn about their community and apply this knowledge through community service. Contact: Keri Doggett, Program Director.

262

RESOURCES

Youth Task Force LA: Education, Action and Leadership (Task Force), CRF's response to the civil disturbances that swept LA following the Rodney King verdict in the spring of 1992. The two-year program will involve youth in rebuilding LA. School and neighborhood teams with college students. Members of the LA Conservation Corps will also be involved in projects that address urban education, economic and community development, racism, and police/community relations. A Youth Action Council, composed of members of Neighborhood Action Teams, will function as a policy and youth advocate board. Contact: Kathleen Kirby, CRF Education Director.

PUBLICATIONS

For a complete publications list of curricular activities, textbooks, and teacher's guides, call 1-800-488-4CRF.

Newsletter

National Youth Service Network, quarterly. Coverage of noteworthy programs, updates on legislation, curriculum, activities, resources, and materials. **No charge** Contact: Tom Yamashita, Research Assistant.

The Council of Chief State School Officers

One Massachusetts Avenue, N.W.—Suite 700

Washington, DC 20001-1431

Telephone: (201) 408-5505

FAX: (202) 408-8072

Executive Director: Gordon M. Ambach

DESCRIPTION

Nonprofit organization of the 57 public officials who head departments of public education in every state, the District of Columbia, the Department of Defense Dependents Schools, and five extra-state jurisdictions. The CCSSO Resource Center on Educational Equity provides services designed to achieve equity in education for minorities, women and girls, and for disabled, limited-English-proficient, and low-income students. Through committees and task forces, provides leadership on major education issues and expresses the views of its members.

SERVICES

Workshops: Primarily for state education agencies (SEAs) and other interested educators on the integration of service learning into state education policy, teacher preparation, and school practice. The focus of workshops is on the linkages between service learning, education improvement, and coordinated funding strategies. Contact: Barbara Gomez (202) 336-7026.

Consultation: Primarily for state education agencies and other educators on planning, identifying possible resources, and professional development.

PROJECTS

Service Learning Project, a project aimed at assisting states in integrating service learning into state education policy, teacher preparation programs, and classroom practice.

PUBLICATIONS

Communities and Schools: Creating Places of Learning, by Robert Shumer. 1993 Outlines the role of service learning in improving K-12 education. Provides recommendations for national and state policymakers, higher education, teachers, community members, and students in promoting service learning. **\$3.50**

Community Service: Learning by Doing, 1989. A CCSSO position statement on the role of community service in the K-12 curriculum and recommendations for greater SEA support. **No Charge**

State Education Agency Guide for the National and Community Service Act of 1990, summarizes the National and Community Service, provides suggestions for designing quality programs, outlines steps for state action and the role of the SEA, lists resources for more information and a state contact list, profiles service corps. **No charge for first copy; additional copies \$5.00**

RESOURCES

Service Learning Advances School Improvement: A Position Paper by Barbara Gomez, Jim Kielsmeier, Carol Kinsley, Kate McPherson, Cynthia Parsons. 1990. **No charge**

A Service Learning Planning and Resource Guide. A summary of over 150 federal program sources in 25 agencies that can be used for K-12 and higher education service-learning activities and partnerships. The guide includes federal contacts, funding levels, and examples. Will be available December 1993. **\$15.00**

Removing the Barriers: Service Learning in Rural Areas by Cynthia Parsons. This publication provides a suggestions and ideas for designing K-12 service-learning activities in rural communities by identifying solution to the most frequently identified barriers. 1992. **\$3.00**

Newsletter

CONCERNS, quarterly. Discusses CCSSO's projects, reports on legislation and outlines concerns in the field. **No charge**

High/Scope Educational Research Foundation

600 North River Street
Ypsilanti, MI 48198-2898
Telephone: (313) 485-2000
FAX: (313) 485-0704
President: David P. Weikart

DESCRIPTION

An independent, nonprofit organization that conducts research, program development, and training. The Foundation's goals are to promote the learning and development of children from infancy through adolescence and to support parents and teachers as they help children grow. The High/Scope Perry Preschool Project, a 28-year longitudinal study that has demonstrated the benefits of a high-quality preschool program, has been an inspiration for the Foundation's longitudinal study on participants in its adolescent workshops.

SERVICES

For information concerning services and programs contact: David M. Bruno, Director of Adolescent Programs.

PROJECTS

High/Scope Institute for IDEAS A month-long, residential program for talented disadvantaged adolescents. The acronym IDEAS represents the five program goals: to increase student's *Initiative*, appreciation for *Diversity*, education and career *Expectations*, motivation for *Achievement*, and appreciation for community *Service*. Student workshops, projects and activities are geared toward improving participants' views of themselves, their peers, and the communities in which they live.

Service-Learning Projects A new component of IDEAS that includes school- and community-based service initiatives designed to provide high-quality service-learning experiences for Institute participants and their peers. Students develop project goals and find adult support for their efforts. Projects include in-school programs such as cross-age tutoring and peer-support projects; outreach projects such as neighborhood clean-ups, peer health counseling and renovation and repair of properties for the homeless. Students work in small groups with an adult mentor trained in the High/Scope approach to interaction with youth.

Teacher-Training Initiative A new High/Scope effort to shift the teaching role to a partnership with students. Public school teachers are introduced to the practices and approaches researched and developed at the IDEAS institute.

PUBLICATIONS

Challenging the Potential: Programs for Talented Disadvantaged Youth, 400 pp. By Sherri Ogden, Mario A. Kelly, Zhenkui Ma, and David P. Weikart. Analyzes 13 successful program models for adolescents. Provides educators and policymakers with a research base for responding to the failure of American education to identify and fully educate talented economically disadvantaged and minority students. \$29

RESOURCES

Newsletters

Extensions, published six times per year. Includes practical ideas for the classroom, relevant information about topics such as child management, team teaching, and parent involvement, and up-to-date listings of training opportunities. **\$30** for 1 year, **\$57** for 2 years.

High/Scope Resource, published 3 times annually. A magazine for educators that includes timely articles on issues and trends in education, training and workshop calendars, and updated catalogs. **No charge**

Maryland Student Service Alliance

200 W. Baltimore Street
Baltimore, MD 21201
Telephone: (410) 333-2427
FAX: (410) 333-2226
Deputy Director: Maggie O'Neill

DESCRIPTION Established by the Maryland Department of Education to help schools create opportunities for all students to perform service—through service courses, clubs, and the infusion of service across the curriculum. Maryland is the only state that has a community service requirement.

SERVICES **Seminars and Technical Assistance:** One- to four-day teacher training workshops covering principles, preparation, action, and reflection; making community contacts; publicity and fund raising; and project planning.

PUBLICATIONS *Readings From the Great Books.* Selections from great works, converted to the seventh-grade reading level, for reflection on service. Divided into different topics, such as service to the aging and service to those in poverty. **\$8**

Teacher's Manual. Guide to starting and running service programs. Includes nuts and bolts descriptions of programs. **\$10**

High School Curriculum. An instructional framework for high school service-learning. Has activities to introduce service concepts, build skills, and projects with (preparation and reflection) for different issues. **\$20**

Special Education Curriculum. Instructional units for teachers of students with disabilities. Includes skills-building activities, as well as preparation, reflection, and action lesson plans for projects serving the school, elderly, environment, and those in poverty. **\$20**

Middle School Curriculum. Service-learning framework for middle school students. Includes preparation, action, and reflection lesson plans for projects, resources, and skills-building activities. **\$20**

Elementary School Curriculum. Service-learning framework for elementary school students. Includes preparation, action, and reflection lesson plans for projects, resources, and skills-building activities. **\$20**

Posters

Set of 5 posters. Artists' renderings of students performing service, with quotes from Margaret Mead, Martin Luther King, Walt Whitman, and Robert Kennedy. **\$10**

RESOURCES

Video

The Courage to Care, The Strength to Serve. A teacher training video that lays out the basics of preparation, action, and reflection and shows teachers and students doing service. **\$8**

Newsletter

MSSA Newsletter. Covers service-learning news from around the county, service-learning stories and profiles from the state, and articles about issues such as "Serving to prevent bias" and "Serving to prevent teen pregnancy." **No charge**

**National Center for Service Learning in Early
Adolescence**

Center for Advanced Study in Education—Graduate School
and University Center of the City University of New York
25 West 43rd Street—Suite 612
New York, NY 10036-8099
Telephone: (212) 642-2946
FAX: (212) 354-4127
Director: Alice Halsted

DESCRIPTION

Aims to make service learning a possibility for all adolescents by disseminating information on service learning, providing technical assistance, and advocating on local and national levels for middle school service programs.

SERVICES

Training and Technical Assistance: Aid for teachers, schools, school districts, and others working to implement service learning. Workshops are tailored to their needs. For groups outside of New York City area, there is a fee based on the level and duration of assistance. Groups in New York City should contact: Rebecca Lieberman. Outside New York City, contact: Alice Halstead.

Clearinghouse and Database:

- (1) Descriptions of service-learning programs that contains abstracts on each program, including name, address, contact person, and grade, age and ethnic make-up of participants; and an in-depth program description with administrative considerations such as budget, leader/youth ratios, service activities, goals, training and reflection.
- (2) Print and audiovisual resources related to program development, research and public policy: Information includes title, author, cost, length, target audience, subject, and an abstract.
- (3) Human resource listings: Names and addresses of individuals and organizations with expertise related to service learning and descriptions of the expertise and services they offer. The range of services includes training, technical assistance, support for program implementation, and expertise in areas related to service placements, e.g., elderly, preschool, environment.

Contact: Felicia George, Clearinghouse Coordinator, (212) 642-2306.

Annual Workshop: For anyone interested in implementing service learning, including teachers, guidance counselors, administrators, community organizers, and parents. For details or future dates, contact: Rebecca Lieberman.

RESOURCES

PROJECTS

The Early Adolescent Helper Program is a nationwide model program for service learning. Adolescent Helpers work with elementary and preschool children, or with the elderly. In addition, the Helpers attend weekly seminars led by trained adults and based on an NCSL curriculum.

The Partners Program links young adolescents and senior citizens. The program stresses the support and insight that both the seniors and the adolescents can provide for each other, and includes essential preparation and reflection components.

PUBLICATIONS

Child Care Helper Program: A Guide for Program Leaders. Seminar titles include: On Childhood, Preparing a Visit to a Child Care Center, Play and Learning, Discipline and Feelings, Problem Solving, and Self-Assessment. Suggestions for using seminar discussions to help young people think about their own development and their future as workers, citizens, and family members. A bibliography and resource list suggests publications, films, and organizations that can offer assistance. **\$20**

School Age Child Care Helper Program: A Guide for Program Leaders and Teachers. Similar to the guide described above, but addresses the Helper role when working with older children in school-age child care programs. Provides additional information about the developmental traits of the school age children, and suggestions for Helpers who will serve as peer tutors and coaches. Seminars are structured to allow young people to share and reflect on their experiences. **\$20**

The Partners Program: A Guide for Teachers and Program Leaders. Focuses on the reciprocal nature of intergenerational activities. Includes rationale and outlines seminars for the older adults to promote their understanding of early adolescence in the 1990s. Some are shared seminars for the two age groups and others provide young people with insights about aging. Participants are encouraged to adapt or invent projects that will engage the interest and energy of both groups; several successful projects are described. **\$20**

The Partners Program: A Guide for Community Agencies. Also focuses on the reciprocal nature of the program. Tailored for community-based organizations. **\$20**

Reading, Writing and Reviewing: Helpers Promoting Reading. Describes the implementation of Helpers Promoting Reading and the enrichment component for the Child Care and Latchkey/After School Helper Programs. Adolescent Reading Helpers read and review books with the younger children. Includes seminars that train students to choose, critique, and read children's books. Many exercises are variations on Child Care and Latchkey Helper Program activities and cross-referencing is necessary. Includes a bibliography of books for young children and guidelines for choosing story books. **\$15**

Reflection: The Key to Service Learning. Outlines the ways reflection may be used to transform a community service project into a quality service-learning experience. Includes rationale, sample activities and steps for integrating reflection into a service-learning program. For use on its own or as an enrichment to Helper Program Guides. **\$15**

Young Adolescents and Community Service. By Joan Schine. One of a series of Working Papers for the Carnegie Council on Adolescent Development. Provides an overview of the rationale for and the basic elements of quality community service programs appropriate for the early adolescent. Discusses the importance of preparation and reflection. Actual programs are described. Discusses issues to be considered when implementing a service program and the role of service learning in middle school reform. Also available through the Carnegie Council on Adolescent Development, 1400 N Street, N.W., 6th floor, Washington, DC, 20037-1153, 202-429-7979. **No charge**

Connections: Service Learning in the Middle Grades. A collection of case studies and brief descriptions of youth community service. Includes rationale for community service involving young adolescents, suggestions and caveats from practitioners and young people based on "hands on" experience, recommendations for policy related to youth service, and a resource list. Originally written in 1989 and revised and updated in 1991. **\$15**

You and Your Helper (brochure). An aid for staff members in early childhood and after-school day care programs. Suggests how to make participation in the Helper Program a positive experience for the agency, as well as the adolescent. **No charge**

Training Materials

The Helper Program Game. A training tool for supervisors of service-learning programs. Players confront scenarios from real service-learning programs and progress by devising solutions together. Issues addressed include obtaining parental consent, dealing with problematic Helpers, and finding time for the seminar. **\$20**

The Curriculum Connection Helper Game. A new version of the Helper game that asks players to address situations that teachers may encounter in connecting their service program to the curriculum. **\$20**

Videotapes

Helping Hands: An Overview of the Early Adolescent Helper Program, 1987, 18 minutes. Describes the National Center's action arm. Footage of Helpers at work in Child Care, Partners, and After School placements. Discussion with Helpers, Program Leaders and placement site staff. **\$25**

The Partners Program: Helping Hands, 1991, 11 minutes. Describes the benefits and activities of the Partners Program. Introduces teachers, administrators, youth and elders to such programming. **\$40**

Helper Program: Getting Started, 1991, 20 minutes. Describes the process of starting a service-learning program based on the Helper Program model. Introduces teachers, administrators and youth workers to the specifics that constitute a quality service-learning program. **\$40**

Newsletter

Community Roles for Youth. Reports on the Center's activities and successful service-learning programs. Provides a forum for current issues in middle school reform and service learning. Published three times a year. **No charge.** Contact: Rebecca Lieberman.

RESOURCES

**National Center for Service Learning
and School Change**

Cabrini College
610 King of Prussia Road
Radnor, PA 19087
Telephone: (215) 971-8288
FAX: (215) 971-8539
Director: Louise Giugliano

DESCRIPTION

A collaborative effort of educators and community stakeholders committed to school change through service learning, Re:Learning and a system of performance-based education. The Center provides support to school communities to redesign school structures, curriculum, assessment, and instructional practices.

SERVICES

Training and Technical Assistance: Inservice and preservice professional development. On-site support for teachers and bimonthly regional conversations for educators and community stakeholders, designed to support schools interested in service learning and systemic change. Contact Louise Giugliano for more information on full range of services.

PUBLICATIONS

Contact Linda Arendt for a publication and materials list.

RESOURCES

National Crime Prevention Council

1700 K Street, N.W., Second Floor

Washington, DC 20006-3817

Telephone: (202) 446-6272

FAX: (202) 296-1356

Director: John Calhoun

DESCRIPTION

Under the supervision of the U.S. Department of Justice, the Council aims to promote the needs of those working to prevent crime and build safer, more caring communities.

SERVICES

Training: For all educators, community leaders, students, and parents on crime prevention and community service. Can include integration into the curriculum.

Technical Assistance: Usually for Teens, Crime and the Community school sites.

Network: Of program consultants.

For fees and other information, contact: NCPC youth unit.

PROJECTS

Teens, Crime and the Community, a curriculum project created in collaboration with the National Institute for Citizenship and the Law. Inspires junior and senior high school students to take an active role in crime prevention by creating an awareness of crime and its impact on society. Addresses teen victimization, victim assistance, the criminal and juvenile justice system, child abuse, date rape, substance abuse, shoplifting, drug trafficking, gangs, handguns, and conflict management. Promotes student interaction and reflection, and offers ideas for teen-led service projects. Contact: NCPC youth unit.

PUBLICATIONS

Teens, Crime, and the Community. Curriculum guide for Teens, Crime and the Community program. **Student text \$13.50, teacher's guide \$18.**

Reaching Out: School-Based Programs for Community Service. Ideas, tips, philosophy, and examples of effective service-learning programs. Discusses how to start a program and provides reproducible worksheets and training aids. **\$14.95**

Making a Difference. Practical how-to's and tips on starting and running successful programs. Thirty programs profiled in detail, including teens teaching younger children, assisting with community organizing, and helping the elderly. **\$14.95.**

RESOURCES

Teen Power: Don't Fight Drugs Without It! Includes profiles of 25 programs and an extensive resource list to show how teens can lead efforts to fight drug abuse in their communities. **\$14.95**

Poster

Kids Today Don't Think About Anyone But Themselves, 18" x 24". Shows young people in helping, community-building roles. **\$5.95**

Newsletter

Catalyst Newsletter, 10 issues per year. Reports latest news in crime prevention and profiles innovative programs. **No charge**. Write for a subscription.

National Indian Youth Leadership Project

650 Vandebosch Parkway

Gallup, NM 87301

Telephone: (505) 722-9176

FAX: (505) 722-9794

Director: McClellan Hall

DESCRIPTION

Develops the leadership potential of Native youth, empowers them to become contributors to a multicultural society, and promotes the ethic of servant leadership in Native communities through youth summer and community-based programs. A private, nonprofit organization, affiliated with the National Youth Leadership Council.

SERVICES

Community-based Programs: NIYLP builds partnerships between youth and adults through mentoring, training opportunities for parents, and service projects fostering community development.

Technical Assistance: To communities to begin similar projects to those established by NIYLP. Interested communities must have staff and students attend and NIYLP camp and demonstrate capacity for replication.

Training for upper level high school and college students, 5 days, approximately \$150.

Training for Adults: Cost subject to specifics of request. Some specific topics are:

- Challenge/Initiatives/Group-building
- Processing
- Service Learning
- Challenge Course Construction

Resource Center for the National Service Learning Initiative: A partnership between NIYLP, Project Service Leadership and The National Youth Leadership Council to provide training, curriculum development assistance, consultation, and clearinghouse services to schools, school districts and states.

PROJECTS

National Indian Youth Leadership Camp 8-day camps for incoming 7th and 8th graders to develop leadership for service. Adult sponsors from the home communities are also encouraged to attend. Includes problem-solving in hands-on setting, such as canoeing and hiking, as well as a physical fitness component, role modeling with older youth and adults, and service projects. Limited enrollment. Cost: \$150 per student. Some scholarships available on first-come, first-served basis. Students with scholarships must contribute \$25. Contact: McClellan Hall at (505) 722-9176, (505) 299-9209.

RESOURCES

Project Venture. Funded by the Office of Substance Abuse Prevention. Key features are Pathfinders, a 5-day camp for incoming 6th graders, and a year-long follow-up program in home communities. Contact: McClellan Hall.

PUBLICATIONS

"...Something Shining Like Gold—But Better," The National Indian Youth Leadership Model, A Manual for Program Leaders, 68 pp, 1991. By McClellan Hall, National Indian Youth Leadership Project, Zuni, New Mexico. Traces the history of the project and explores ways traditional models of the Native American Leadership can be used today. Includes information on the camp model and how to start a program. **\$8.50.** (Also available from the National Youth Leadership Council.)

Newsletter

Published quarterly. Features NIYLP updates, calendars, staff, and camper recognition. **No charge**

RESOURCES

National Peer Helpers Association

P.O. Box 2684
Greenville, NC 27858
Telephone: (919) 757-4287
FAX: (919) 757-4219
President: Elizabeth Foster

DESCRIPTION

A professional organization dedicated to encouraging, promoting, and improving peer helping programs primarily involving youth. Promotes public awareness of peer helping as a powerful human service alternative to professional efforts. Marshals resources to establish and promote training and program guidelines, standards, and ethics.

SERVICES

Training and Technical Assistance: To schools, school districts and other organizations on how to set up, improve, or evaluate peer helping programs. Content, length, and costs of sessions are negotiable.

Annual National Conferences: Address issues such as assessment, program start-up and maintenance. Designed for educators and human services providers who wish to start peer helper programs.

Membership: Benefits include the *Peer Facilitator Quarterly*, a membership card; reduced rates for travel, lodging and registration at annual conventions; opportunities for professional development, information exchange, state networking; and a bibliography of peer helping publications. Fee: \$35 per year.

PUBLICATIONS

Peer Facilitator Quarterly Magazine. Includes information on committee and board activities, articles by experts in the field, state and local association activities, program ideas, materials reviews, calendars of events. Membership benefit.

National Society for Experiential Education

3509 Haworth Drive, Suite 207
Raleigh, NC 27609-7229
Telephone: (919) 787-3263
FAX: (919) 787-3381
Director: Allen Wutzdorff

DESCRIPTION

A professional association of educators (primarily postsecondary and secondary) and others who work with and promote active forms of learning as an integral part of education.

SERVICES

National and Regional Conferences: Service-learning educators, both newcomers and experienced veterans, gather for substantive discussion, information exchange, and professional development. Special workshops for high school educators will also be held during the next 4 years to enhance their work with service-learning and internship programs. Contact: Annette Wofford.

Network of Service Learning Educators: NSEE's Service Learning Special Interest Group brings together educators and others who work with or promote the development of service-learning programs for professional support, information exchange, and advocacy. Contact: Barb Baker.

Technical Assistance: Information, referrals, printed and audio materials available by phone and mail to schools that are in the beginning stages of developing programs or at critical junctures in integrating service into the curriculum and in securing institutional support for service learning. One free packet of information available to high school educators on selected topics. Contact: Barb Baker.

Consultants: Peer consultants can assist with program development, evaluation, strategies for gaining institutional support, increasing teacher involvement, and other aspects of effective programs and courses. Contact: Sally Migliore.

Services for Community Sponsors of Interns: To help organizations design and strengthen programs and to publicize internship opportunities for students. Contact: Barb Baker.

Membership: Members receive a newsletter; 30-50% off publications, conference fees, and information services; discounts on consulting services; membership directory; and eligibility for Special Interest Groups and Committees. Contact: Barb Baker.

Fees for one-year membership:

- Institutional membership—Level III \$500 (covers 12 people)
- Institutional membership—Level II \$250 (covers 5 people,
\$45
for each additional person)

RESOURCES

- Institutional membership—Level I \$70 (covers 1 person)
- Individual membership \$70
- Full-time student membership \$40
- Retiree membership \$40

PROJECTS

Leadership Development Program for High School Educators. Two-year program for teachers, program directors, principals, and superintendents to assist them in their efforts to strengthen long-term institutional support for service learning and internship programs. Fellows are paired with colleagues who act as Mentors. Fall and Summer Institutes enhance leadership and planning skills for integrating programs into the curriculum and institutionalizing their programs. Mini-grants are available to Fellows for professional development and community and school action projects. 15 Fellows and Mentors will be selected each year. Contact: Sally Migliore.

Pilot Project to Strengthen High School Service Learning Programs. The project involves assisting three high schools, one school district, and one state to develop learning circles for teachers and program directors to exchange ideas and information about service learning. Curriculum and program development teams will develop syllabi and other materials to enhance student learning that can occur through community service. Contact: Barb Baker.

Service Learning Technical Assistance Workshops. A series of regional service-learning workshops for the Commission on National and Community Service grantees. Contact: Sally Migliore.

PUBLICATIONS

Combining Service and Learning: A Resource Book for Community and Public Service, Jane Kendall, Editor. For college and K-12 faculty, administrators, program directors, policymakers, foundations, community leaders, students. Complete indexes. \$45 discount for members and high school educators on all three volumes.

Volume I: Principles of good practice, theories, and strategies for institutionalization of programs. 693 pp. **\$54** (\$38 for members of Cooperating Organizations, \$32 for NSEE members).

Volume II: Practical issues and ideas, curriculum, recruitment, legal issues, evaluation, and case studies. 528 pp. **\$54** (same discounts as Volume I).

Volume III: Service Learning: An Annotated Bibliography, edited by Janet Luce with Jenny Anderson, Jane Permaul, Rob Shumer, Tim Stanton, Sally Migliore, 1988, 81 pp. **\$15** (\$13 for Cooperating Organizations, \$10 for members).

Member discount is currently available to high school educators (applies to principals, superintendents, libraries, Boards of Education, or other local and state education agencies and organizations involved with high school issues). Additional discounts also available.

RESOURCES

The National Directory of Internships, 438 pp., edited by Barbara Baker and Bridget Millsaps. Indexes internships for students in high school through graduate school and for people not in school. **\$22** (\$18 for members).

Contact NSEE for complete publications list and Barb Baker for information about specific publications.

Newsletter

Experiential Education, bi-monthly. Current issues, program examples, research, announcements of new publications, resources and professional development opportunities. Provided with membership.

National Youth Leadership Council

1910 West County Road B

Roseville, MN 55113

Telephone: (612) 631-3672 or (800) 366-6952

FAX: (612) 631-2955

President: Jim Kielsmeier

DESCRIPTION

Aims to develop service-oriented youth leaders by supporting individuals, organizations, and communities that encourage youth service and leadership. Disseminates information and provides assistance to educators. Works to influence local, state, and national youth policy.

SERVICES

Training: National, regional and state service-learning training for K-12 teachers, administrators, counselors, youth professionals, and personnel from nonprofit or governmental organizations will benefit most from Training Institutes. Training emphasizes service-learning, but can also be beneficial to people interested in youth service. For 20 or more people, NYLC can send trainers to conduct a one-, two- or three-day institute for a single school district, county, or region, tailored to meet the needs of the sponsor. Prices vary depending on travel time and number of trainers. The above closed event prices are for a single trainer; the number of trainers in open events depends on enrollment. Two- and three-day open-enrollment event participants receive a copy of *Growing Hope: Sourcebook on Integrating Youth Service into the School Curriculum*.

University Center for Service-Learning Research and Teacher Education: Co-sponsored by NYLC and the Department of Vocational and Technical Education within the College of Education at the University of Minnesota. Will serve as a research base for service learning and youth leadership and help promote these concepts as essential to preservice teacher education.

Resource Center for the National Service Learning Initiative: A partnership between NYLC, the National Indian Youth Leadership Project, and Project Service Leadership to provide training, curriculum development assistance, consultation, and clearinghouse services to schools, school districts, and states.

Serve America Clearinghouse: See Commission on National and Community Service

Membership: Benefits include: semi-annual journal, *Generator: Journal of Service-Learning and Youth Leadership*; NYLC Update, three times yearly newsletter and occasional news briefings; access to NYLC resource center materials, toll-free hotline, participation in advocacy efforts, input into NYLC training and publications, and NYLC annual report. Contact: Mark Langseth, Chief Operating Officer.

RESOURCES

Membership fees:

- Individual \$35
- Organizational (3-4 people) \$100
- Organizational (5-10 people) \$130
(\$13 for each additional member beyond 10)

PROJECTS

WalkAbout is an experiential education summer program for elementary, junior high, and senior high school students. Features teacher-developed curriculum and instruction; service-learning projects; and team teaching using college and high school students as members of the instructional team. Contact: Diana Smith, Director of Special Projects.

The Generator School Project is a nationwide demonstration program involving over 30 K-8 schools identified and supported by Regional Centers in 5 areas of the country: Minnesota, Washington, New Mexico, Michigan, and Pennsylvania. These schools are committed to implementing innovative service-learning practices. Primary emphasis is placed on working with schools serving low income students in urban, rural and reservation settings. Contact: Wokie Roberts, Generator School Project Director.

PUBLICATIONS

Growing Hope: Sourcebook on Integrating Youth Service in the School Curriculum, 1991, 260 pp. Rich Willits Cairn and Jim Kielsmeier, NYLC, Editors. Offers background, definitions, rationale, implementation advice, and sample materials for educators beginning or expanding curriculum-based youth service programs. Includes topical index, cross-references, names and addresses of contacts. **\$23.00**

Generating Change: K-8 Service Learning Curriculum, 1992. Rich Willits Cairn and Terry Coble, Editors. Provides steps on how to design service-learning projects that are integrated into the academic curriculum. Includes detailed sample activities for grades K-2, 3-5, and 6-8. Price to be announced.

Collaborators: Schools and Communities Working Together for Youth Service, 1991. Rich Willits Cairn and Sue Cairn, NYLC, Editors. Focuses on building relationships between educators and community agencies, based on interviews between teachers and Minnesota agencies. **\$7.50**

LINKS: Developing Youth Service Collaboration Between Schools and Colleges/Universities, 40 pp, 1989. Jim Kielsmeier and Mark Langseth, NYLC. Provides program examples and how-to suggestions for schools and campuses interested in developing joint projects where school-age and college students serve together. **\$7.50**

Enriching Learning Through Service, 1989. Kate McPherson, Project Service Leadership, Mount Vernon, Wash. Guide for teachers on infusing service into their curriculum. Provides model programs for all grade levels and practical steps to implementation. **\$12.50**

Developing Caring Children, 1989. Kate McPherson, Project Service Leadership, Mount Vernon, WA. Parent's guide for fostering an ethic of service in children. Includes family projects, youth activities, and ways parents can model service values. **\$5.50**

Learning Through Service, 1989. Kate McPherson, Project Service Leadership, Mount Vernon, WA. Offers teachers and youth group leaders a practical approach to facilitate reflection on service experiences. **\$6.50**

Contact NYLC for a complete publications list.

Video

All the Difference: Youth Service in Minnesota, 1989, 27 minutes. Produced by Hopkins High School in collaboration with the Minnesota Department of Education, The Pillsbury Company Foundation and NYLC. Profiles youth service programs across Minnesota. Includes study guide by Dan Conrad. **\$15.00**

Newsletters

Generator: Journal of Service-Learning and Youth Leadership, April and Oct., 24 pp. Offers inspiration and nuts and bolts information on programs and policy. Includes articles by educators, policymakers, and youth. **Available only with membership. Back issues, \$4.** Contact: Rich Cairn, Editor.

NYLC Update, January, May, and September, 4 pp. Newsletter of current events and resources for school-based service learning and youth leadership. **Free.** Contact: Rich Cairn, Editor.

RESOURCES

PennSERVE

The Governor's Office of Citizen Service
1304 Labor and Industry Building
Harrisburg, PA 17120
Telephone: (717) 787-1971
FAX: (717) 783- 5225

DESCRIPTION

Created by Governor Robert Casey to "ask and enable all Pennsylvanians to serve their communities." Encourages community service in a wide range of areas. Reaches the largely untapped resource of young Americans to develop stronger communities and a healthy environment.

SERVICES

Grants: of up to \$25,000 for state public and private schools, and community-based organizations in a partnership with a school. For applicants who are interested in working across the curriculum and fully integrating service learning into their work. These applicants will be involved in a comprehensive evaluation of their program and be capable of inviting visitors in to observe their service-learning work. Mini-grants of \$5,000 (renewable for up to 3 years) to schools interested in starting or strengthening service-learning programs. Public and private schools and community-based organizations in a partnership with a school are eligible for grants for a variety of projects.

Workshops: For educators, community groups, school boards, and others interested in service learning. The length of the workshop ranges from 1 hour to 2 days, depending on the needs of the group. Topics include integrating service into the curriculum and service learning as a strategy for school change. There is no fee.

Summer Teacher Institutes: For teachers who are both new and experienced in service learning. Focus on how service learning can drive systemic change with respect to school structure, curriculum, assessment, and instruction.

PUBLICATIONS

Caring is the Key: Building a School-Based Intergenerational Service Program, 1991, 99 pp. By Joseph Melcher for PennSERVE. Includes rationale, case studies, steps to implement a program, training suggestions, maintenance and management guidelines, and evaluation techniques. **No charge**

**Pennsylvania Institute for Environmental and
Community Service Learning**

Philadelphia College of Textiles
and Science
Henry Avenue and School House Lane
Philadelphia, PA
(215) 951-0343
(215) 951-0345 FAX
Director: Harry C. Silcox

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- DESCRIPTION** The Institute is committed to service learning as vital and intrinsic to any successful school reform movement. Provides services and resources throughout the state to initiate and catalyze schoolwide approaches that emphasize a new and different look at classroom teaching and learning.
- SERVICES** **Workshops and Training:** For educators on service learning. Contact Harry Silcox for current workshop and fee schedule.
- PROJECTS** *High School Literacy Corps.* A Pennsylvania Institute curriculum model implemented in collaboration with the Philadelphia School District. Senior English classes study literacy skills and tutor elementary school students as part of the course curriculum. The project has expanded from 1 pilot school to 10 schools in the district. Contact: Barbara Horwitz.
- PUBLICATIONS** *High School Literacy Corps.* A Pennsylvania Institute curriculum model started in Philadelphia as a literacy corps for high school senior English classes. Students learn literacy skills and tutor elementary school students as part of the curriculum. **\$10**
- Reflective Teaching.* Discusses the importance of a reflection component in service learning and provides suggestions for implementation. **\$10**
- Building Better Communities.* Describes several youth service corps and how they work in schools. **\$5**
- Newsletters**
- The Service Learner.* A one-page update published once each month and distributed for the Institute by PennSERVE. **No charge** Contact: Shawn Sweeney, Pennsylvania Institute.
- Quarterly publication* provides an in-depth look at service-learning projects in Pennsylvania and discusses issues in the service-learning field. **No charge** Contact: Steve Shmukler.
- Contact Harry Silcox for current publications list.

RESOURCES

Project Service Leadership

12703 Northwest 20th Avenue

Vancouver, WA 98685

Telephone: (206) 576-5070

FAX: (206) 576-5068

Director: Kate McPherson

DESCRIPTION

Provides assistance to school districts, schools, and educators to revitalize schools and communities through service.

SERVICES

Technical Assistance: For school districts through conferences and networking sessions, curriculum writing workshops, and resource materials for teachers, parents, and community members. Contact: Kate McPherson.

Service Learning Summer Institutes for Teachers: Two five-day institutes enable participants to learn how to implement effective service programs. Includes an overview of a variety of program models, the key principles of good practice, a service-learning practicum, and time to develop specific curriculum plans. Credit options available.

Workshops/Seminars: Contact Kate McPherson for current workshop schedule.

Database of Classroom Units and Graduate Papers: The College of Education at Washington State University is developing a database of lesson plans for student use. If interested in participating, contact PSL.

Resource Center for the National Service Learning Initiative: A partnership with PSL, the National Youth Leadership Council and the National Indian Youth Leadership Project to provide training, curriculum development assistance, consultation, and clearinghouse services to schools, school districts, and states. PSL is one of three national centers.

PROJECTS

Skagit Alliance for Service, founded and facilitated by PSL. Includes schools, community youth organizations, tribal leadership representatives, migrant youth leadership programs, United Way, community service clubs, the Juvenile Probation program, the county, Skagit Valley College, and Western Washington University. PSL is helping to develop a model that demonstrates how youth service can revitalize education, provide employment development, and address community priorities in a rural county. Current programs include a countywide youth service recognition event, a youth leadership for service institute, a countywide newsletter written by youth, and a summer service-learning and recreation program that involves over 350 low-income K-6 youth.

RESOURCES

PUBLICATIONS

Developing Caring Children, 1989. By Kate McPherson, Director of Project Service Leadership. Parents' guide for fostering an ethic of service in their children. Includes family projects and youth activities, and describes ways parents can model service values. Will also be available in Spanish. **\$5.50**

Learning Through Service, 1989. Provides a practical approach for teachers and youth group leaders to facilitate reflection on service experiences. **\$5.50**

Enriching Learning Through Service. A guide for teachers interested in infusing service into their curriculum. Includes model programs for all grade levels and practical steps for implementation. **\$12.50**

Infusing Service into School Programs. A booklet for educational leaders who are interested in infusing service into school programs. Discusses issues of time, service as a requirement, and creative ways to work with community agencies. **\$3.50**

The Principal's Role. Ideas for principals who are interested in supporting service learning in their buildings. **\$1.50**

Newsletter

ServiceLine, quarterly. Features news about service learning, including articles by educators for educators; visionary ideas with how-to implementations guides; and projects applicable to the classroom, school, and school district. **\$25/year**. Contact: Julie Carpenter at (206) 428-8553.

Quest International
537 Jones Road
P.O. Box 566
Granville, OH 43023-0566
Telephone: (800) 446-2700
FAX: (614) 522-6580
President: Donna M. Alvarado

DESCRIPTION

A nonprofit, youth-advocacy organization serving more than two million young people in thousands of schools and communities around the world. Its programs, *Lions-Quest Skills for Growing* and *Skills for Adolescence*, which have been culturally adapted to serve youth from many backgrounds, teach young people positive, traditional values and the skills for living healthy, caring, and competent lives, including the commitment to be drug free. The programs also encourage young people to get involved in meaningful school and community service projects. There are many opportunities for active parent participation.

SERVICES

Training Workshops: Three-day certification workshops to teach Lions-Quest programs. For administrators, teachers, parent leaders, community leaders, and others involved in youth development. Required workshops are offered nationwide year round. Custom workshops can be scheduled for groups of 20 to 36 on request. For fee and schedule information, contact: Program Services at 1-800-837-2801.

Technical Assistance: For current Lions-Quest educators and interested schools. Toll-free telephone number for program questions and concerns, ideas related to school climate activities, service-learning projects, parent involvement, positive discipline, networking opportunities, and information on special program models for disabled or at-risk children. Also assistance in planning for program implementation. Contact: Technical Assistance at 1-880-837-2801.

Conferences and Seminars: Speakers and inservice leaders are also available for special events. Presentations on youth and education issues and trends and a variety of faculty and administrative inservice seminars are available year round. Contact: Events Promotion at 1-800-288-6401.

PROJECTS

Lions-Quest Skills for Growing (grades K-5) and Skills for Adolescence (grades 6-8) are comprehensive programs helping young people develop positive commitments to their families, schools, peers and communities. Parent materials and involvement plus service learning are additional important components of the programs. Lion Clubs International, the National Association of Elementary School Principals, the National PTA, and other associations collaborate in the development of Lions-Quest programs. Contact: Program Services at 1-800-288-6401.

PUBLICATIONS

Quest International Brochure, overview of Quest and the Lions-Quest programs. Available in Spanish and English. **Free.**

RESOURCES

Resource Catalog, includes workshop schedule, application and order form. **Free.**

Workshop Schedule/Application/Order Form for Lions Quest *Skills for Growing* and *Skills for Adolescence*. **Free.**

Skills for Growing Review Curriculum. Includes sample lessons and other helpful information. **Free.**

Skills for Adolescence Review Curriculum. Complete set of materials for 60-day preview. **Free.**

Summary of Evaluation Results for Lions-Quest *Skills for Adolescence* and *Skills for Growing* programs. **Free.**

Funding Packet, including state-specific information about potential funders for Lions-Quest programs. Includes tips for writing proposals and sample format. **Free.**

Energize. A collection of 175 great energizers and other cooperative activities for all ages. **\$12.95** plus shipping and handling.

Newsletter

Quest Energizer, quarterly, offers new activities, success stories, resources, research, and ideas on involving parents and other community members in Lions-Quest programs. Sent free to all who attend a Lions-Quest workshop. For one free copy call Program Services at 1-800-288-6401.

ConserVermont
P.O. Box 516
Chester, VT 05143
Telephone and FAX: (802) 875-2278
Coordinator: Cynthia Parsons

DESCRIPTION

A statewide initiative, including ConserVermont in Franklin and Addison Counties, which promotes the integration of voluntary student community service with academic coursework by disseminating information to educators.

SERVICES

Workshops and Training: On service learning for school officials, agency supervisors, students, youth leaders, and interested parents. Ranges from 1/2-day inservice to 4-day cooperative-learning workshop. May be scheduled directly with Cynthia Parsons. Required preparatory reading: *The Co-op Bridge* and *Service Learning From A to Z*.

Mini-grants: To students and schools who want to start service learning in their classrooms and defray out-of-pocket expenses.

Consultation: Available on request to schools, agencies, and school boards on how to promote and implement service-learning projects.

PUBLICATIONS

Service Learning from A to Z, by Cynthia Parsons. Provides practical suggestions for initiating service learning throughout grades K-12, interspersed with strong quotations about democratic citizenship and service from world leaders. \$5 for single copy, \$100 for 25 copies. Order from: The Vermont Schoolhouse Press, P.O. Box 516, Chester, VT 05143.

The Co-op Bridge: Cooperative Education that Links School and Community, 124 pp. By Cynthia Parsons. Describes how to set up work-related, academic-supporting internships in both for-profit and nonprofit community businesses and agencies. \$7.95. Order from publisher: Woodbridge Press, P.O. Box 6189, Santa Barbara, CA 93160, call (800) 237-6053, fax (805) 963-0540. Also available through the William T. Grant Foundation and bookstores.

Seeds: Some Good Ways to Improve Our Schools, 220 pp. By Cynthia Parsons. A best-selling school reform text addressed to school officials, school board members, and parents. Offers over 180 specific ways to improve every aspect of schooling—the curriculum, budget, principals, parents, teachers—without spending large amounts of additional money. \$15.95. Order from publisher: Woodbridge Press, P.O. Box 6189, Santa Barbara, CA 93160, call (800) 237-6053, fax (805) 963-0540. Also available in most bookstores.

OTHER RELATED RESOURCES, NETWORKS, AND PROGRAMS

Campus Compact

Box 1975

Brown University

Providence, RI 02912

Telephone: (401) 863-1119

FAX: (401) 863-3779

Contact: Nancy Rhodes

Provides information and services related to campus-based student service and service learning.

East Bay Conservation Corps

1021 Third Street

Oakland, CA 94607

(510) 891-3900

Contact: Joanna Lennon

A nonprofit corporation whose purpose is to provide opportunities for youth employment and education through the performance of public service work. In coordination with the school districts, operates Project YES, a year-round after-school program that engaged middle grade and high school students in school recycling programs and in addressing environmental issues.

Foxfire Teacher Outreach

P.O. Box 541

Mountain City, GA 30562

(706) 746-5318

Provides assistance to teachers whose students are involved in experiential, community-based projects such as cultural journalism.

Generations Together

University Center for Social and Urban Research

University of Pittsburgh

121 University Place, Suite 300

Pittsburgh, PA 15260-5907

(412)648-7150

Assist communities and schools to create intergenerational experiences that bring young and the elderly together to promote mutual understanding. Offers technical assistance and consultation, publications, and instructional materials, and research.

KIDS Consortium

214 Coyle Street

Portland, ME 04103

Contact: Caroline Allam

(207) 871-0302

Develops and implements experiential community-based education programs for children and youth. One program, KIDS as Planners, integrates academics with community service through apprentice citizenship. Offers workshops for teachers and community members, technical assistance, and networking within communities.

Independent Sector

1828 L Street, N.W.
Washington, DC 20036
Telephone: (202) 223-8100
Contact: John Thomas

A nonprofit coalition of over 800 corporate, foundation, and voluntary organization members. Its mission is to create a national forum capable of encouraging the giving, volunteering, and not-for-profit initiative that allows people to better serve individuals, communities, and causes. Conducts "Independent Sector/Gallup Survey on Volunteering and Giving Among American Teenagers" every 2 years and distributes the publication, *Youth Service: A Guidebook for Developing and Operating Effective Programs*, by Dan Conrad and Diane Hedin.

National Association of Partners in Education, Inc.

209 Madison Street
Alexandria, VA 22314
Telephone: (703) 836-4880
FAX: (703) 836-6941
President: Daniel W. Merenda
Contact: Jim Pitofsky

A membership organization that represents and serves the schools, businesses, community groups, educators, and individual volunteers who work together as partners to help students achieve educational excellence. Designed and operates *Innovative Democratic Education and Learning Through Service (IDEALS)*, a project aimed at changing the way students are taught by assisting teachers to infuse service learning as an integral component of the curriculum and to change the way students learn by empowering them to serve as valuable resources to the community. The project is currently being operated in two school districts.

National Association of Service and Conservation Corps

666 Eleventh Street, N.W.
Suite 500
Washington, DC 20001
Telephone: (202) 737-6272
Contact: Kathleen Selz

A membership organization that provides technical assistance and other services to corps.

National Community Education Association

801 N. Fairfax Street, Suite 209
Alexandria, VA 22314
(703) 683-6232
Executive Director: Starla Jewell-Kelly

Provides publications on service-learning related activities through community education.

REAL Enterprises, Inc.

295 E. Dougherty St., Suite 202
P.O. Box 1643
Athens, GA 30603
(404) 546-9061
President: Paul F. Delargy

Rural Entrepreneurship through Action Learning (REAL), a nonprofit corporation that offers rural students opportunities to develop and operate successful small businesses as part of their education. Through REAL, students develop nonprofit organizations that benefit the community in tangible ways. Services provided include training, on-site technical assistance, publications, and a quarterly newsletter.

Search Institute

122 West Franklin, Suite 525
Minneapolis, MN 55404
Telephone: (612) 870-9511 or 1-(800)-888-7828
President: Peter L. Benson

Contact: Dale Blythe, Director, Research and Evaluation Division.

A nonprofit organization dedicated to promoting the positive development of children and youth through research, evaluation, programs, and services. Provides services such as evaluations through observation, interviews, and pre-post participant surveys. Offers thorough assessments of programs and services. Recent program evaluations include day care effectiveness, elementary and junior high curricula, service learning efforts, the effectiveness of trustees in nonprofit organizations, and the effect of public education campaigns.

SERVE, the SouthEastern Regional Vision for Education

345 S. Magnolia Drive, Suite D-23
Tallahassee, FL 32301-2950
Telephone: (800) 352-6001
Contact: Joe Follman

A coalition of educators, business leaders, governors, and policymakers seeking comprehensive and lasting improvement in education in Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina. SERVE develops publications pertaining to service-learning practice nationally.

The Urban Network

College of Architecture & Urban Planning
The University of Michigan
Ann Arbor, MI 48109-2069
Coordinator: Dr. Sharon E. Sutton

Assist schools and community organizations to develop environmental change projects and advocacy activities that involve youth in improving their community and school. Offers membership, individualized workshops and consultations, materials, and biannual newsletter.

West Philadelphia Improvement Corps

Dr. John P. Turner Middle School
59th Street and Baltimore Avenue
Philadelphia, PA 19139
(215) 471-6410

Contact: Marie Bogel and Cory Bowman

A school-based neighborhood and school revitalization program developed and operated in partnership with the University of Pennsylvania, the Philadelphia School District, and the Philadelphia Urban Coalition. The program is designed to develop community-centered schools that provide an action-oriented curriculum and deliver service to all community members.

Youth Service America

1101 Vermont Avenue, N.W.
Suite 200
Washington, DC 20005
Telephone: (202) 296-2992
FAX: (202) 296-4030

Contact: Roger Landrum

Private, nonprofit organization that provides information and technical assistance on youth service programs nationally. Offers a newsletter and periodic issues papers on various aspects of the service field.